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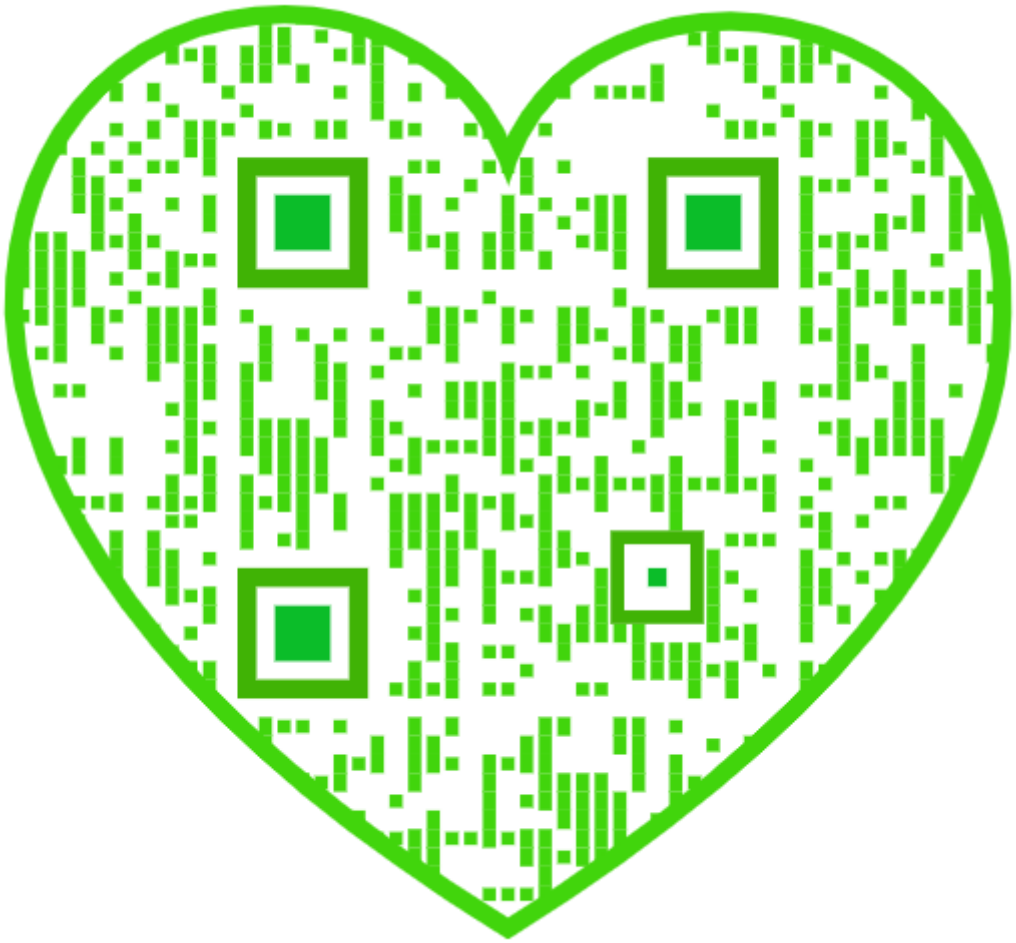

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HOW TO TEACH READING

A Revised Manual for Teachers of The New Howell Primer

HOWELL AND WILLIAMS

HOWELL & COMPANY
NEW YORK

HOW TO TEACH READING

A Revised Manual for Teachers of The New Howell Primer

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PHONETICS

In this manual, letters in black-face type represent elementary sounds of speech; they are not to be taken for written letters. Do not call these black-face letters by the names of the letters, but for each letter utter the sound it indicates. In the case of the long vowel sounds (**ā, ē, ī, ō, ū**) the sound to be spoken will be the name of the letter, but in no other case. The same black-face letter (or letters) is always used to represent the same spoken sound, no matter how that sound may be written in the standard English spelling. Thus, the vowel sound **aw** is written with *a* in *ball, au* in *haul,* and *o* in *for;* but in the phonetic system of this manual that sound is always represented by black-face **aw**.

NOTE—This phonetic system is for the teacher's use only; do not show any letters with diacritical marks to children of this grade.

PHONETIC CHARACTER	FOR THE SOUND AS IN
ā	ate, nail, say
ă	at
ä	father
â	air, there
aw	saw, ball, haul, for
b	book
ch	chip, watch
d	did
ē	eel, me, eat
ĕ	bell, head, said
ẽ	her, sir, fur
f	fox
g	goat
h	hat
ī	ice, pie, my
ĭ	it, baby, berries
j	jug, gin, large
k	cat, kid, queen
l	lamp
m	man
n	no
n̲	sing, bank
ō	no
ŏ	not
oi	oil, boy
o͞o	moon, do, rule
o͝o	book, bull, could
ou	out, cow
p	pig
r	rat
s	see, cent, fence
sh	ship
t	tag
th	thin
t̲h̲	the
ū	use, few
ŭ	us, son, does
v	vine, of
w	will, one, quick
wh	whip
y	yes
z	zinc, has, these

The art of reading should be viewed, in the first instance, as . . . the art of pronouncing words at sight of their visible characters. . . .

As an alphabetical language, English is learned on the principle of analyzing words into their constituent sounds, and connecting these with the elementary or alphabetical letters. . . .

When among the earliest lessons a child is made to pronounce, "Do I go; it is set on," it is on the Chinese principle of learning each word *seriatim,* without inferring from one to another; the *o* is sounded in three ways, the *i* in two, the *s* in two. . . .

The preferable plan seems to be to carry the pupils forward a certain way on perfectly uniform spellings, so that they may get the idea of regularity, and also the most prevalent sounds of the letters. . . . Some notion of law and uniformity would thus be imparted at the outset.—*Alexander Bain: Education as a Science. D. Appleton & Co.*

A STATEMENT OF PRINCIPLES

The quotation from Alexander Bain on the preceding page states the principle on which the New Howell Primer is made, and which this manual is intended to exemplify. We "carry the pupils forward on perfectly uniform spellings" until "they get the idea of regularity, and learn the most prevalent sounds of the letters." We thus impart "some notion of law and uniformity," with the result that the pupils soon become independent readers. It is to help teachers reach this result with the Primer that this manual is written.

THE TWO MEANINGS OF THE WORD "READING"

The word *reading* has two meanings; each is recognized in the New Howell Primer and in this manual. One meaning is, the acquiring of knowledge from the written or printed page; this is the thought side of reading. But before this, comes the mechanical side, which, as Bain points out, is the "art of pronouncing words at sight of their visible characters," and has no necessary connection with thought-getting.

THE BASIS OF THE NEW HOWELL PRIMER

The New Howell Primer, therefore, bases the art of reading, not upon certain words to be memorized as wholes without a knowledge of the letters composing the words; but upon the elements of reading, which are the elementary sounds of words, and the letters that represent these sounds. When a child masters the elements, he can pronounce any word, whether he has ever seen it before or not; and he has, therefore, mastered the mechanical art of reading.

WHAT LETTERS STAND FOR

It must be borne in mind that the letters of our alphabet stand, not for ideas, but for sounds of speech; letters are, therefore, phonograms; and they have a different function from ideograms, such as $, %, +, and the digits, 1, 2, 3, 4, etc. Each of these characters stands for an idea, and the idea is the same in every language that uses these characters, though the words representing them are different. Thus for the character 3, we say three; the French say *trois;* the Germans say *drei.* In teaching such characters, we associate the idea at once with the character; we teach by the word method. But in the English word *man* the characters do not stand for ideas, nor do the three combined necessarily stand for an idea; each letter here stands for an elementary sound of speech. It is only because we know what the spoken word means that the written word *man* conveys an idea to us; it would not convey an idea to a Frenchman who did not know English; he could pronounce the word, if he knew the sounds of the letters, but it would not mean anything to him. If the letters *m a n* represented an idea, then the words *man, mansion, manual* would have a common idea. The fact that they have not, proves that there is no idea necessarily represented by the letters *m a n:* what they do represent is three elementary sounds of speech, combined into one syllable.

HOW LETTERS SHOULD BE TAUGHT

A clear understanding of what the elements of reading represent makes it easier for us to understand how they should be taught. If they represent sounds of speech, then teach them as representing sounds of speech. But before teaching letters or words written with letters, it is necessary first to teach elementary sounds of speech. The child comes to school knowing several hundred spoken words, but he does not know that nearly all these words are composed of two or more sounds; he has never thought of it. This is the first thing to teach him. It would be just as illogical to teach him letters before he knows the elementary sounds as it would be to teach him the digits, 1, 2, 3, 4, etc., before he can count.

THE STEPS IN LEARNING TO READ

FIRST STEP

EAR TRAINING ONLY

The teacher gives separately the sounds of words, and the child learns to recognize the words from hearing these elementary sounds. (The child is not taught any printed or written letter at this stage, nor does the teacher use the names of the letters; she merely gives separately the sounds of words; as j-ō, and the child says *Joe,* etc.)

SECOND STEP

EAR TRAINING ONLY

The child learns to separate words into their elementary sounds. The child does in this step what the teacher did in the first step. (The child is not taught any printed or written letter at this stage, nor does the teacher use the names of the letters; she merely pronounces one word at a time, as *Joe;* and the child separates it into its elementary sounds: j-ō.)

THIRD STEP

EYE TRAINING WITH EAR TRAINING

(Teaching the Letter that Stands for the New Sound)

Now, for the first time, the child is taught the letters that stand for the elementary sounds that he has been using in steps 1 and 2. Of course, the letters are taught one at a time; it is not until he reaches page 82 in the New Howell Primer that all the letters will be learned. Do not teach the names of the letters at first, but teach each letter as representing the sound indicated in the Primer.

FOURTH STEP

MUSCULAR TRAINING WITH EYE AND EAR TRAINING

Teach the child to write each letter as he learns the form of it.

NOTE—This refers only to script letters, and when the teaching of writing accompanies the teaching of reading.

FIFTH STEP

EYE TRAINING WITH EAR TRAINING

A

(Combining Letters into Words)

The teacher writes words on the board composed of letters previously taught. The child reads these words.

B

(Combining Words into Sentences)

The teacher writes sentences on the board composed of words previously taught. The child reads these sentences.

C

The child learns to read words in the Primer.

D

The child learns to read sentences in the Primer.

NOTE—A child, in first trying to read words, will often be able to give the correct sound of each letter and still not be able to call the word as a whole. Now is the time for the teacher to use patience. The child can not be hurried here; and the teacher must not become discouraged nor think the child is not progressing. It takes time for a child to learn to make quick association between three letters and one spoken word. But if he is not hurried; if he is allowed to work out each problem for himself, he will soon acquire the power; and once he learns to do this with a few letters, mastery of the rest will follow rapidly.

THE LENGTH OF LESSONS

Classes will vary so in size and in the ability of the children, and the conditions under which teachers work will also vary so, that it is impossible to fix a length for each lesson that will be best for every teacher. Moreover, this manual is not designed to take the place of any teacher's individual judgment and common sense; it is intended merely to help by presenting principles and their application. *Each teacher must judge for herself how much her pupils can do each day.*

The only general rule that can be given is this: Teach the steps as already given in this manual: when a child has mastered one step, he is ready for the next, but not before he has mastered it. Some children will master the steps more quickly than others. Any teacher can tell—much better than any book can tell her—when her pupils are ready for a new step.

TIME REQUIRED TO COMPLETE THE NEW HOWELL PRIMER

The time required to complete the New Howell Primer has varied with different classes, from three months to five months. Ordinarily, about four months should be sufficient. If it takes longer, either conditions are unfavorable or the teacher has held the class back.

CAUTION

Do not keep children of this grade long on any one exercise at a time. Call up the class frequently for short recitations. Watch for signs of weariness, and dismiss the class as soon as any appear; give the children either a change of work or a recess. Do not, however, wait for signs of weariness to appear; it is better to change the work before the children begin to grow tired.

Don't give drills that are not needed; don't insist upon a long-drawn-out method after the child himself has discovered a short cut. Be master of your methods; use them as long as they are serviceable; discard them when they are no longer needed.

Even this manual we would not have any teacher follow blindly. For example, we give lists containing many words for phonic drills; and certain sections contain questions on the pictures and the reading lessons of the Primer. But we would by no means have any teacher think that she must use every one of the words in the phonic drills or ask every question relating to the reading lessons. Use such of these as you need. The words in the phonic drills are to save you the time and trouble of making lists yourself; the questions are to suggest the kind that should be asked, and the way in which the reading lessons can be used to stimulate thought and expression.

Make this manual serve you; don't be a slave to it.

SEAT WORK

This is the most perplexing problem to the teacher of beginners, particularly to the teacher in a rural school who has several grades. She can not give all her time to the beginners; and even the teacher in a city school, who has a room full of beginners, must teach them by sections or individually, and must leave the children much of the time alone at their seats. How to keep these children occupied is a puzzling problem.

The most desirable occupation for these children at their seats is something on which they can use their hands, their eyes, and employ other senses, if possible. And though these exercises are educative as well as entertaining to the children, and will be found valuable to the teacher in that they relieve her of the care of children at their seats while she is teaching others, the teacher of the New Howell Primer must not suppose that this seat work is essential to the teaching of this book. If she deems it too troublesome to prepare or too expensive for the children to buy the material recommended, she can follow the other directions of this manual with the Primer.

MATERIAL FOR SEAT WORK

Grains of corn of different colors.

Seeds of different colors, of watermelon, etc.

Pegs of different colors (shoe pegs, or toothpicks, etc.).

Newspapers.

Wrapping paper of soft finish.

Yellow manilla paper of soft finish.

Large crayon for writing on paper (not blackboard crayon).

Colored crayon.

Small squares of cardboard or of stiff paper with a letter written on each. (The teacher can make these, but there must be enough for each child to have a complete set, and each set should contain the same letter on several cards; but in teaching the Primer only a few letters are used at first, and the others are taught one at a time, so that the teacher need not prepare the whole alphabet at once.)

NOTE—These cards, containing the whole alphabet, capitals and small letters, have been prepared by the publishers of the New Howell Primer; they may be obtained of stationers generally who sell the Primer, or direct of the publishers.

Small, blunt scissors for cutting paper.

Leaves and other objects to be used as patterns for the children to trace around and color.

Pictures from catalogs, magazines, etc., for children to color.

(Pictures in outline and on soft finish paper are best for this; but if these can not always be obtained, use any simple picture without much detail; and, in general, the less ink they have, the better.)

Boxes to contain the material, such as spool boxes.

KINDS OF SEAT WORK

Assorting: pegs of different colors, seeds of different kinds and colors, etc.

Cutting from old magazines, and catalogs, paper dolls, houses, furniture, fruits, flowers, etc.

Cutting figures from old calendars.

Coloring pictures, geometrical figures, and designs traced from patterns, with crayon.

Selecting all of a certain letter from the letter box.

Matching letters written on the blackboard with the letter cards.

Word building with letter cards from copy on the board.

Sentence building with letter cards from copy on the board.

Composing sentences with letter cards.

Composing sentences with cards from the word box.

Tracing around leaves, and other objects, to be colored with crayon.

Folding and cutting paper into squares and objects (only under supervision, and after the children have been taught how to do this).

PURPOSE OF THE SEAT WORK

All this seat work has an educative value. All except the first named (assorting pegs, etc.) is of direct aid in learning to read or write, besides being an aid to discipline by keeping the child employed.

All of the exercises with the letter cards help the child to recognize the letters readily, or to make words without writing.

The exercises with the word cards help him to recognize words, and to make sentences without writing.

The coloring of pictures and geometrical figures, and the tracing of patterns give the child practice in using the instrument for writing. He thus gets training for writing without actually writing.

The use of scissors exercises the muscles of the hand and fingers, and makes the child a better user of the crayon or pencil.

WRITING

The teaching of writing must be considered in a discussion of the teaching of beginners in reading.

If the New Howell Primer is used in a school where some other course of writing is required, the suggestions that follow may be disregarded. However, where the teacher is unrestricted by a prescribed course in writing, most satisfactory results will be obtained by making use of these suggestions.

The mechanics of writing involves two different kinds of muscular exercises: the holding of the crayon, pencil, or pen with the fingers; and the arm movement in making the letters. The muscles controlling these operations can be trained, as Dr. Montessori has pointed out, without the child's actually writing. Every exercise requiring the use of a crayon or a pencil provides training of the muscles for writing.

Before the beginner writes, either on the blackboard or on paper, he should have some preparatory training of the muscles, after this fashion:

Have the child stand, and make ovals or circles in the air with his hand, with a full arm movement, these to be from eight to twelve inches high. The teacher must show the class how to do this: where to begin, and in what direction to move the hand (from right to left, opposite to the movement of the hands of a clock). Let the child make this circle over and over again, the hand moving in the same path each time. This is not such an easy thing for children to do as it may seem. At first they will not make circles, but the practice must tend more and more towards a perfect circle.

In the same way, practice making long lines in the air with a full arm movement, going down and up in the same path.

And, in general, just before teaching any new letter, teach the child to make it large in the air with a full arm movement. In doing this the teacher should always show the child where to begin and what movements to make.

The teacher can best show the movements to the class by standing with her back to the class and making the circle or the letters in the air.

The child's first writing should be on the blackboard, under direct teaching. This follows the exercise of writing in the air. He should write with a piece of blackboard crayon about one inch long; he grasps this with all his fingers.

The child's first writing on the board is the circle or oval. He makes it large and with the same movement as when he made it in the air. Let him go over it as nearly as he can in the same path. He writes letters on the board at first in the same way, except that he does not trace over the same letter a second time.

Later the size of the letters is to be reduced; the teacher can tell when to do this by the power and skill the child shows in making the large size letters.

The teacher must not only show children the form of the letters; she must also teach them how to make each letter. If left to themselves, children will not know where to begin in making a letter or in what direction to move.

All writing at first should be under the direct supervision of the teacher, who should see that the child writes in the correct manner. Give the beginner no writing to do for seat work while the teacher is occupied elsewhere.

SUBJECT MATTER

The first thing for a beginner to do is to master the art of reading. Therefore, at the outset, in the New Howell Primer, *stress is laid on acquiring power to call words through the knowledge of the elementary sounds of the letters.* As this knowledge widens, and this power increases, the mechanics is made more and more subsidiary to thought-getting; and in the latter part of the Primer the beginner reads many Mother Goose Rimes and several classic stories.

The process of subordinating the mechanics continues in the Howell First Reader, and in the Second Reader it is made complete. After this book children will have no difficulty with word-getting; they are prepared to read anything suitable in thought and expression to their years and experience.

A COMPLETE ELEMENTARY SERIES.

Thus the Primer, First Reader, and Second Reader constitute a complete elementary series. It is impossible to exhaust in a lifetime the vast field of English literature; hence no series of readers is complete on the thought side. *But the reading elements being fixed and definite, it is possible to make a complete presentation of them.* This is what the three Howell elementary books do, at the same time giving the beginner carefully selected and graded stories and verses for thought-getting as well as for fixing the mechanics in his mind.

In the New Howell First Reader are found 6 "made to order" stories, 9 riddles, 51 verses, 4 songs with music, and 22 classic stories. In the Howell Second Reader are found 13 classic stories, 33 verses, 13 stories of Southern Life and Folklore, and 6 songs with music.

Large Vocabulary—Because the Primer is on a phonic basis, it is not necessary to grapple each word as a separate problem. A comparatively few rules of spelling are keys that unlock the meaning of hundreds of printed words which it is impossible to teach in the same length of time by any word method. Consequently this book has many times the number of words of any other primer of the author's acquaintance.

Every word list is a phonic drill, and when a child has mastered this book he has a reading vocabulary of all the most important spellings in the language. He has become to that degree an independent reader, for he has learned more than mere words; he has learned rules of spelling.

Every Lesson a Complete Story—Every reading lesson, even in the Primer, is a story, with an interesting thought-content; there are no disconnected sentences just for the sake of using certain words. Every reading lesson is on one definite subject; it has a title that can be read by the pupil; it is told as a story should be told, with a beginning, a middle, and a conclusion. The stories deal with things that children are interested in.

Illustrations—The simple outline illustrations in the Howell books have been carefully worked out by one of the best artists in America. They are planned to actually illustrate each step of the story, giving the child a *complete* idea of the thought-content.

METHODS OF STUDY

DRAMATIZATION

Dramatization is the acting out, by the pupils, of the story or the picture, the assignment. It is a most important step in teaching a reading lesson. It stimulates the emotion, gives opportunity for self-activity and establishes self-confidence.

Through the dramatization of the story the child lives the thought of the story and through this interpretation he is enabled to read with better expression.

It is well to let the children take the initiative in planning the play. But the teacher should be thoroughly prepared to *direct* the children in choosing the characters, what they shall say and do, and the place to give the play.

Little material is needed—the children are rich in imagination.

ORAL REPRODUCTION

Oral reproduction should not be neglected. Time should be given for the oral reproduction of each reading lesson. The pupils are given a clear interpretation of the story through the teacher's questions, a study of the lesson picture, etc.

EXPRESSIVE READING

Oral reproduction and dramatization, together with dialogue and conversation about the story, are stepping stones to expressive reading.

The child who reads with the best expression should be allowed to read the lesson for the entertainment of the class.

Occasionally, and as a last resort, the teacher may read the selection, but this should be done only when she fails to get the correct expression through her questions, etc.

SCANNING THE SENTENCE

A child should not be permitted to read a sentence orally until he has scanned it carefully. Through this silent reading he gets a clear interpretation of the thought.

When enough time has been allowed for the child to get the thought, the teacher calls on him to read the sentence orally. He should then look up from the book and read with good expression.

If this silent reading is required during the first reading lessons the pupils will read longer sentences later on with good expression and without scanning.

Teach the pupils in the beginning to keep the place and study the same thing at the same time. In this connection the "marker" is recommended. This is a slip of tag board about one inch wide and three inches long.

PRACTICAL SUGGESTIONS

GAMES FOR DRILL

The educative value of drill games can not be overestimated. They are utilized as a means of drill on phonic facts and words.

PRINT AND SCRIPT

The use of the *print* on the blackboard is not necessary. The teacher may use script exclusively on the board, but should call attention to the print on the perception cards. In this way the pupils learn to read both script and print readily.

SPELLING

A systematized study of phonics as given in the New Howell Primer gives a basis for correct spelling. The time for spelling, however, is not until the Primer has been finished. The pupils can then analyze words into separate sounds and know the names of the letters that stand for these sounds. More than eighty per cent of the vocabulary of the first three grades is phonetic. When this is realized one will begin to see why this systematized study of phonics will develop good spelling.

The first word lists in the Primer may be used for spelling. In this way the New Howell Primer serves as a phonic drill book, a speller, and a reader.

THE NAME OF THE LETTER

The best time to teach the name of a letter is when a different use of it occurs from what the child has already learned. However, there is no objection to teaching the name of the letter as soon as he knows the sound. The child will acquire it unconsciously. The teacher need not be disturbed if the child knows the name of the letter. If he calls the letter by name when the teacher is trying to teach the sound of the letter, simply say to the child: "Yes, that is the name of the letter; but this is the sound."

MATERIAL

There are four sets of cards that may be used with the Primer.

The illustrated perception phonic cards are for use in drilling on phonic facts.

The perception word cards are for use in drilling on words already worked out through the knowledge of the phonic facts taught.

Seat work letter cards are for building words.

Seat work word cards are for building sentences.

OUTLINE OF WORK FOR THE FIRST WEEKS WITH THE NEW HOWELL PRIMER

FIRST DAY

FIRST STEP

EAR TRAINING ONLY

First of all, gain the attention of the children by a short conversation or story; speak of mother, father, and things at home; why mother sent us to school, etc.

The Purpose of This Talk: For the child, to cause him to express his thoughts, and to feel at ease; for the teacher, to gain knowledge of different minds, in order to make adaptations needed.

Result Gained From This Talk: Definite idea in the child's mind of why he comes to school, the foremost reason being to learn to read.

Talk About Words: When we talk and when we read, we use words. Call upon every child to tell you one word. (The purpose of this is to encourage the children to speak, and to give them confidence by doing something. The teacher will also take note of their speech, to see if any do not speak correctly, etc.)

A Word Game: Tell the children that you have a new game for them; it is guessing words.

The teacher announces that she is going to *tell* a story, but that there are some words the children must guess. She says, "When I pause, then you tell me the word I have just said." Then the teacher begins, sounding the words in black-face type, as indicated by the hyphen, and pausing for the children to say the word:

The Story of Joe

Once upon a time there was a little boy named **j-ō**. His mother gave him a little rake and a spade and a **h-ō**. One day **j-ō** was digging with his little **h-ō**, and he cut his **t-ō**. Oh! it hurt him **s-ō**. His mother wrapped up his **t-ō**, and tied the string in a little **b-ō**. Then his mother kissed **j-ō**, and asked him, "Does your **t-ō** hurt much now?" He smiled and said, "**n-ō**." Then his mother patted **j-ō** on the head and said, "Now, you may **g-ō**."

NOTE—This and all succeeding "phonic stories" should *not* be read by the teacher, but should be memorized and told in an attractive manner. The children should make the responses in concert.

DRILL

TEACHER	PUPILS	TEACHER	PUPILS
j-ō	Joe	s-ō	so
h-ō	hoe	b-ō	bow
t-ō	toe	g-ō	go
		n-ō	no

SEAT WORK

Have some interesting seat work prepared, and show the children how to use it. (See the chapter on Seat Work in this manual.)

Continue the Story of Joe:

Joe's Pie

Joe's mother said to him, "You are a good little boy not to **cr-ī**. How would you like to have a little **p-ī**?" Joe cried, "O **m-ī**!" and he clapped his hands and he jumped up **h-ī**. "But," his mother said, "I have no **p-ī**." Then Joe began to **s-ī**. "But," said his mother, "I will give you some money and you may go to the baker's and **b-ī** you a **p-ī**." Then Joe did not **s-i**; but again he jumped up **h-ī**, and said, "O **m-ī**." For he liked to go to the baker's to **b-ī** a **p-ī**. "Now," said his mother, "wash your face and hands, and put on a **t-ī**; then you may go to the baker's to **b-ī** a **p-ī**." So Joe washed his face and hands, and put on a clean **t-ī**. Then his mother gave him five cents. Joe kissed his mother and said, "Good **b-ī**!" and away he ran to the baker's to **b-ī** him a **p-ī**.

DRILL

TEACHER	PUPILS	TEACHER	PUPILS
cr-ī	cry	**s-ī**	sigh
p-ī	pie	**t-ī**	tie
m-ī	my	**b-ī**	buy
h-ī	high	**p-ī**	pie

PLAYING DOCTOR—WORD GAME

The teacher says: "Children, suppose we play that I am a doctor and I have to come to examine your ears. I want to see if you can hear. I will say a word slowly. If you know what that word is you need not speak. Just do what I say and in that way show me that you understand."

Teacher says: "Touch your—"	Pupils touch:	Teacher says: "Point to a—"	Pupils point to:
n-ōz	nose	**ch-âr**	chair
ch-ĭn	chin	**d-ĕsk**	desk
ch-ēk	cheek	**b-o͝ok**	book
h-âr	hair	**p-ĕn**	pen
är-m	arm	**st-ĭk**	stick
th-ŭm	thumb	**d-ōr**	door
f-ās	face	**b-oi**	boy
dr-ĕs	dress	**g-ẽrl**	girl

The teacher says: "Point to something—"	The pupils point to something:
r-ĕd	red
gr-ēn	green
bl-o͞o	blue
bl-ăk	black
wh-īt	white
p-ĭnk	pink
br-oun	brown

The teacher says (*sounding* the italicized words):

"Hold up your *h-ands.*
"*Cl-ap* your *h-ands.*
"*Sh-ow* me your *f-ist.*
"*Sh-ow* me your *f-ingers.*
"*Sh-ake* your *h-ands.*
"Stretch your *ar-ms.*
"Put your hands in your *l-ap.*
"*B-ow* your *h-eads.*
"Raise your *h-eads.*
"*Cl-ose* your eyes.
"*O-pen* your eyes.
"Let me see you *cr-y.*
"Let me see you *sm-ile.*
"Open your *m-outh.*
"*Sh-ow* me your *t-eeth.*
"*Sh-ow* me your *t-ongue.*"

WRITING

Teach the class to make large ovals or circles in the air, and on the blackboard. (See the chapter on Writing in this manual.)

Continue the Story of Joe:

Joe and May

Joe started for the baker's very happy and **g-ā**. He had not gone far on the **w-ā** before he met his friend, little **m-ā**. Joe said, "Good morning, **m-ā**;" and she said, "How do you do to-**d-ā**?" The little girl said, "Let's go and **pl-ā**." But Joe said, "No, I'm going to the baker's; come go with me, **m-ā**." She said, "All right, Joe"; and off went **th-ā**. Joe bought a pie, and he had to **p-ā** five cents for it. Then he said, "Come on, **m-ā**; we will go home and eat the pie, then we will **pl-ā**." So off went **th-ā**, so happy and **g-ā**, they ran all the **w-ā**.

DRILL

TEACHER	PUPILS	TEACHER	PUPILS
m-ā	May	**th-ā**	they
g-ā	gay	**p-ā**	pay
d-ā	day	**w-ā**	way
pl-ā	play	m-ā	May

WORD GAME

The teacher says: "I shall now pronounce some words slowly, and I want you to show me that you understand what I say by doing what I shall ask you to do.

"*S-it* up *str-aight.*
"Now you may *r-ise.*
"*T-urn* to the *r-ight.*
"*T-urn* to the *l-eft.*
"*T-urn* to the back of the *r-oom.*
"*T-urn* to the front of the *r-oom.*
"*B-ow* to the *r-ight.*
"*B-ow* to the *l-eft.*
"*B-ow* to the *t-eacher.*
"*St-and* on the *r-ight f-oot.*
"*St-and* on the *l-eft f-oot.*
"*St-and* on both *f-eet.*
"*Pl-ace* your *h-ands* on your *h-ips.*
"You may make one *h-op.*
"You may make one *j-ump.*
"Put your *h-ands* by your *s-ide.*
"The class may be *s-eated.*"

INDIVIDUAL WORK

The teacher then says these sentences and the individual child spoken to performs the action:

"*T-om* may *r-un*.
"*S-am* may *h-op*.
"*M-ary* may *sk-ip*.
"George may *j-ump*.
"*N-ell* may walk.
"*Gr-acc* may *o-pen* the door.
"John may *cl-ose* the *d-oor*.
"*Ch-arles* may *w-ave* the *fl-ag*.
"*R-obert* may *b-eat* a *dr-um*.
"*N-at* may *sh-oot* a *g-un*."

REVIEWS

Review the phonic stories and drills.

SUPPLEMENTARY WORK

STORY

"How the Home was Built." Mother Stories by Maud Lindsay.

SONG

"The Finger Family." Songs of the Child World, Book I, Gaynor.

POEM

Hundreds of stars in the pretty sky,
Hundreds of shells on the shore together,
Hundreds of birds that go singing by,
Hundreds of bees in the sunny weather.
Hundreds of dewdrops to greet the dawn,
Hundreds of lambs in the purple clover,
Hundreds of butterflies on the lawn—
But only one mother the wide world over.
—*George Cooper.*

OCCUPATIONS

Cut paper dolls from old magazines—mother, father, baby.
Cut houses and furniture from catalogs.

CONVERSATION

Home, family, occupations of the family, etc.

NOTE—Bear in mind that this manual is designed to help teachers in the use of the Primer; it is not intended to give a complete program for daily work. It gives a minimum amount of work in phonics, writing, reading, and seat work; many teachers do more than this manual advises.

The supplementary work is merely suggestive. By no means must the teacher think that she is obliged to do it, or that it is necessary for the successful teaching of the New Howell Primer. It is offered for the convenience of the teacher. Let her choose from it the material best suited for the correlation work and do as much as time and circumstances permit. A full list of the reference books with publishers is given at the close of this book.

SECOND DAY

FIRST STEP

EAR TRAINING ONLY

Continue the Story of Joe:

The Kite

Joe and May had finished eating the pie and had gone out into the yard to play, when they heard a boy call, "Joe!" Joe answered, "Who are y-o͞o?" The boy said, "I am Nat, that's h-o͞o." Joe called, "Come over here, "Nat." Then they heard a girl call, "I'm here, t-o͞o." May asked, "h-o͞o are y-o͞o?" The girl said, "I am s-o͞o; that's h-o͞o." Joe and May called, "Come over here, s-o͞o; we are glad to see you, t-o͞o." Soon the gate opened and in came Nat and s-o͞o, those t-o͞o. Nat had his kite. Joe and May and Nat and Sue went out into a field to fly the kite. The wind bl-o͞o, and the kite fl-o͞o. Up, up, it went. The higher the kite fl-o͞o, the smaller it gr-o͞o, till it looked like a speck in the sky.

DRILL

TEACHER	PUPILS	TEACHER	PUPILS
y-o͞o	you	bl-o͞o	blew
t-o͞o	too	fl-o͞o	flew
s-o͞o	Sue	gr-o͞o	grew

WORD GAME—VISITING

The teacher says: "Let us play that I am spending the night at your home. I shall sound slowly the names of the things I see in your dining-room. See who can guess what I say."

TEACHER (sounding the words)	PUPILS	TEACHER	PUPILS
t-able	table	br-ead	bread
ch-airs	chairs	b-utter	butter
r-ug	rug	m-ilk	milk
b-ell	bell	t-ea	tea
cl-ock	clock	m-eat	meat
kn-ife	knife	e-ggs	eggs
f-ork	fork	p-ickle	pickle
sp-oon	spoon	j-am	jam
pl-ate	plate	c-ake	cake
c-up	cup	cr-eam	cream
		fr-uit	fruit

(Questions the teacher asks the children during the evening)

The teacher asks: "Can you—"	The pupils answer:	The teacher asks: "Can you—"	The pupils answer:
r-ead	read	s-ew	sew
wr-ite	write	c-ook	cook
sp-ell	spell	sw-eep	sweep
dr-aw	draw	d-ust	dust

INDIVIDUAL WORK

The teacher says: "We shall now play that I went to sleep that night and dreamed that the school room was a barn yard, and the children were animals.

"John, I dreamed that you were a **r-ăt**. What did I dream you were?"

John answers, "A rat."

Teacher—"Mary, I dreamed you were a **c-ăt**. What did I dream you were?"

Mary answers, "A cat."

Give each child a chance to pronounce the name of some animal, such as:

c-ow	o-x	p-ony	k-id
h-og	c-alf	sh-eep	m-ouse
p-ig	g-oat	m-ule	d-og

SEAT WORK

Trace, color, and cut kites.

Continue the Story of Joe:

The Tree

Nat's kite went up higher than any **tr-ē**. It pulled hard on the cord. Nat asked Joe, "Do you want to hold it, Joe?" "Yes," said **h-ē**. So Nat let Joe hold the cord. Then May said, "Now, let **m-ē**." So Nat let May hold the cord. Then Sue said, "Now, let **m-ē**." So Nat let Sue hold the cord. Then Nat pulled in the cord and brought the kite down. When the kite got nearly to the ground, it fell into a little **tr-ē**. Joe said, "Now, **s-ē** what you have done." Sue asked Nat, "How can you get the kite out of the **tr-ē**?" "I will show you," said **h-ē**. Then Nat tried to climb the little **tr-ē**. But the rough **tr-ē** hurt Nat's **n-ē**. Nat said, "O **m-ē**! I can't climb this **tr-e**." Just then Joe gave the cord a jerk and got the kite **fr-ē**. Then they all went home, for it was time for **t-ē**.

DRILL

TEACHER	PUPILS	TEACHER	PUPILS
tr-ē	tree	**n-ē**	knee
h-ē	he	**fr-ē**	free
m-ē	me	**t-ē**	tea
s-ē	see		

NOTE—The teacher may read the pupils such stories as Little Black Sambo, Mother Goose Rimes, etc., pausing to sound some of the words. If the pupils pronounce the words correctly the teacher shows them the picture.

WRITING

Review the circle or the oval in the air and on the board.

Teach the class to make lines in the air. (See the chapter on Writing in this manual.)

REVIEW OF PHONIC DRILLS

(Individual Work)

TEACHER	PUPIL	TEACHER	PUPIL	TEACHER	PUPIL
j-ō	Joe	cr-ī	cry	m-ā	May
h-ō	hoe	m-ī	my	g-ā	gay
t-ō	toe	h-ī	high	w-ā	way
s-ō	so	s-ī	sigh	d-ā	day
b-ō	bow	b-ī	bye	pl-ā	play
n-ō	no	t-ī	tie	th-ā	they
g-ō	go	p-ī	pie	p-ā	pay

TEACHER	PUPIL	TEACHER	PUPIL
y-o͞o	you	tr-ē	tree
h-o͞o	who	h-ē	he
t-o͞o	too	m-ē	me
s-o͞o	Sue	s-ē	see
bl-o͞o	blew	n-ē	knee
fl-o͞o	flew	fr-ē	free
gr-o͞o	grew	t-ē	tea

SUPPLEMENTARY WORK

STORIES

"Billy Bobtail." Story Book by Jane L. Hoxie.

"The Town Musicians of Bremen," Grimm. Howell Second Reader.

DRAMATIZATION

Dramatize "Billy Bobtail" or "Town Musicians."

CONVERSATION

Animals. Kindness to animals.

OCCUPATIONS

Cut animals mentioned in the stories. Cut them from magazines, or trace and cut from patterns.

Model animals with clay.

GAME

"Rhythm Game." Songs of the Child World, Book I, Gaynor.

THIRD DAY

SECOND STEP

EAR TRAINING ONLY

In this step the teacher pronounces the words and the pupils separate them into their sounds. For example, the teacher says: "Now, I want you to sound some words. Sound this word: *Joe*." The pupils should say "j-ō." If they do not do this they must be taught how to utter the elementary sounds.

Let the teacher pronounce the word again and show the pupils how to separate it into two sounds, by uttering the first sound, and then pausing before the second sound is given. Let the pupils sound the word with the teacher. Proceed in the same way with each word in the drill.

Drill For Long Vowels

TEACHER	PUPILS	TEACHER	PUPILS
Joe	**j-ō**	may	**m-ā**
toe	**t-ō**	say	**s-ā**
so	**s-ō**	pay	**p-ā**
bow	**b-ō**	day	**d-ā**
no	**n-ō**	gay	**g-ā**
go	**g-ō**	jay	**j-ā**
show	**sh̄-ō**	way	**w-ā**
hoe	**h-ō**	nay	**n-ā**

TEACHER	PUPILS	TEACHER	PUPILS
pie	**p-ī**	see	**s-ē**
my	**m-ī**	tea	**t-ē**
by	**b-ī**	me	**m-ē**
tie	**t-ī**	she	**sh̄-ē**
you	**y-o͞o**	we	**w-ē**
Sue	**s-o͞o**	he	**h-ē**
two	**t-o͞o**	be	**b-ē**
do	**d-o͞o**	knee	**n-ē**

The teacher then pronounces the words given in the drill above in the following games.

FLOWER GARDEN

Teacher—"We will play that the school room is a flower garden, and the boys and girls are butterflies. How many little butterflies would like to fly about in the garden, and gather honey from the pretty flowers? If you can give me two separate sounds in each of these words you may do so."

A NUTTING PARTY

Teacher—"We will play that the school room is an oak forest, and the boys and girls are squirrels. How many little squirrels would like to go out in the forest and gather acorns? If you can give me two separate sounds in each of these words you may do so."

NOTE—The analysis of words into separate sounds is a most important step in ear training, and should be stressed in all phonic drills. The teacher must not become discouraged if the pupils do not master this second step in ear training at once, but keep *reviewing*. Vary the work as much as possible.

WRITING

Review and practice all that was taught the first and second days.

SEAT WORK

Let the pupils cut flowers from old magazines. Let them represent a forest on their desks, using pegs for the trees.

REVIEW—PHONICS

Review the drill for Long Vowels. For the pupils who can *not* give two separate sounds in the words, the following plan is suggested. The teacher pronounces the word *Joe*. She then gives slowly the two sounds, j-ō, and requires each child to give the two sounds, j-ō. When each child has given the two sounds in the word *Joe* it will be easier for them to give two sounds in the other words in the list.

SUPPLEMENTARY WORK

STORY

"Stanley and the Squirrel." Half Hundred Stories, Kate Brown.

SONG

"The Squirrel." Finger Plays, Emilie Poulsson.

OCCUPATIONS

Cut squirrels and nuts.
Fold and make a basket of stiff paper.
Model squirrel and nuts.

NATURE STUDY

Squirrels and nuts.

GAME

"Chasing the Squirrel." Songs and Games for Little Ones, Walker and Jenks.

FOURTH DAY

Review the drill for Long Vowels.

NEW LETTER

(a A)

Present and teach the letter *a A* and its sound.

FIRST STEP

EAR TRAINING ONLY—PHONIC STORY

Once there was a little boy named Nat. He had a little baby sister. The baby's name was Ann. She was a good baby and seldom cried. Little Ann would try to talk, but all she could say was "ă-ă-ă."

PHONIC STORY WITH WORDS CONTAINING THE SOUND ă

Tell the following story, sounding the black-face letters and pausing as indicated by the hyphens, and letting the children pronounce the words, as in the other stories.

Three Old Cat

One day two boys came to see Joe. They were his friends, **n-ă-t** and **s-ă-m**. Don came with **n-ă-t**; he is **n-ă-t's** big dog. **S-ă-m** brought his ball. Joe said, "I have a **b-ă-t**; let's play three old **k-ă-t**." "All right," said **n-ă-t** and **s-ă-m**. Joe said, "I'll have first inning, because it is my **b-ă-t**." "Then, I will pitch," said **s-ă-m**, "because it's my ball." "Well," said **n-ă-t**, "I will **k-ă-ch**." The boys began to play. **S-ă-m** pitched the ball. Joe hit it with his **b-ă-t**. Then Joe **r-ă-n** for the base. Sam **r-ă-n** to get the ball. But Don **r-ă-n** faster than **s-ă-m**. Don got the ball. Sam **r-ă-n** after Don, but he could not **k-ă-ch** him. Then Sam called to **n-ă-t**, "O **n-ă-t**! Make Don bring the ball **b-ă-k**." And Nat called to Don, "Here, Don, here! Bring that ball **b-ă-k**, you **b-ă-d** dog!" After a while Don brought the ball **b-ă-k**. "You're a **b-ă-d** dog," said **n-ă-t**. Joe said, "We don't want you to play with us, you **b-ă-d** dog; you don't know how to play **k-ă-t**." "Go home, Don," said **s-ă-m**; "go on **b-ă-k**." But Don **w-ăgd** his tail, and waited for the boys to hit the ball again.

DRILL

Let the teacher sound the following words for the pupils to pronounce:

TEACHER	PUPILS	TEACHER	PUPILS
k-ă-t	cat	**b-ă-g**	bag
b-ă-t	bat	**t-ă-g**	tag
n-ă-t	Nat	**b-ă-k**	back
s-ă-t	sat	**s-ă-k**	sack
f-ă-t	fat	**t-ă-k**	tack
m-ă-t	mat	**j-ă-k**	Jack
p-ă-t	pat	**p-ă-k**	pack
h-ă-t	hat	**b-ă-d**	bad
r-ă-t	rat	**m-ă-d**	mad

SECOND STEP

EAR TRAINING

Do the reverse of the above drill; let the teacher pronounce the following words, and the pupils separate them into their three sounds.

Pupils answer first in concert, and then individually.

DRILL FOR ă-t

TEACHER	PUPILS	TEACHER	PUPILS
cat	**c-ă-t**	rat	**r-ă-t**
bat	**b-ă-t**	hat	**h-ă-t**
Nat	**n-ă-t**	sat	**s-ă-t**
mat	**m-ă-t**	pat	**p-ă-t**

Ask pupils to suggest words containing the sound they have heard in the words in the drill—the sound the baby made when she tried to talk (ă).

The teacher may help the pupils, at first, by asking questions.

Teacher—"What fruit begins with the sound ă?"
Pupils—"Apple."
Teacher—"Can you think of a boy's name beginning with the sound ă?"
Pupils—"Albert."
Teacher—"Can you think of a girl's name beginning with the sound ă?"
Pupils—"Annie."

NOTE—After the drill in the second step in ear training, a song and a poem are suggested. The teacher sings the song and the children are told to listen and tell the words they hear containing the new sound. The teacher then recites a poem and the children tell the words with the new sound.

SONG

"Jack Frost." Songs of the Child World, Book I, Gaynor.

POEM

Pat-a-cake, pat-a-cake, baker's man!
So I will, master, as fast as I can:
Pat it, and prick it, and mark it with T,
Put in the oven for Tommy and me.

THIRD STEP

EYE TRAINING WITH EAR TRAINING

Teacher—"You have heard the sound ă in words, stories, songs, and a poem; and now I am going to show you the letter that stands for that little sound."

Teacher writes the letter *a* in the air and on the board several times.

Reserve a place upon the board to list letters as fast as learned. Write a small and a capital *a* upon the board and let them remain for daily review.

PERCEPTION PHONIC CARD

Show the class the letter *a* on the perception phonic card. Call attention to the picture and to the fact that the first sound in the word *apple* is the same sound the baby made when she tried to talk.

SEAT WORK

Give the pupils some letter *a's* for the seat work letter box. With these letter cards match small script *a's* from the board.

Cut and color apples.

Model apples with clay.

FOURTH STEP

MUSCULAR TRAINING WITH EYE AND EAR TRAINING

Teach the class to make small script *a* in the air and on the board. (See the chapter on Writing in this manual.)

PLAYING SOLDIERS—PHONIC GAME

Teacher—"How many would like to play soldiers and march with me? If you can give the *two* sounds in the words I pronounce you may join in the march and be a soldier."

Teacher pronounces the words in drill for Long Vowels.

SUPPLEMENTARY WORK

STORIES

"The Red and Blue." Five Minutes' Stories, Laura Richards.

"The Brave Tin Soldier." Andersen's Fairy Tales.

SONGS

"Our Flag." First Year Music, Dann.

"Rub-a-dub." Songs of the Child World, Book I, Gaynor.

CONVERSATION

United States Flag.

OCCUPATIONS

Cut and color flags. Make flags of red, white and blue paper.

Draw gun, drum, bugle, sword.

Model gun, drum, bugle, sword.

GAME SONG

"Soldier Boy." First Year Music, Dann.

FIFTH DAY

Review the drill for Long Vowels.
Review the drill for ă-t.

NEW LETTER

(t T)

Present and teach the letter *t T* and its sound.

FIRST STEP

EAR TRAINING—PHONIC STORY

It was hard for Nat to wake up in the morning. His father bought an alarm clock and put it by his bed. Nat went to sleep and dreamed of soldiers marching; and, instead of the captain saying, "Left, right; left, right," he was saying, "t, t; t, t," just like the clock.

DRILL

Let the teacher sound the following words for the pupils to pronounce:

TEACHER	PUPILS	TEACHER	PUPILS
b-ă-t	bat	t-ă-g	tag
k-ă-t	cat	t-ă-k	tack
n-ă-t	Nat	t-ă-p	tap
s-ă-t	sat	t-ă-n	tan
f-ă-t	fat	p-ă-t	pat
m-ă-t	mat	h-ă-t	hat

SECOND STEP

EAR TRAINING

Do the reverse of the above drill; let the teacher pronounce the following words, and the pupils separate them into their three sounds:

DRILL FOR ă-t

TEACHER	PUPILS	TEACHER	PUPILS
cat	k-ă-t	rat	r-ă-t
bat	b-ă-t	hat	h-ă-t
Nat	n-ă-t	sat	s-ă-t
mat	m-ă-t	pat	p-ă-t

Ask pupils to suggest words containing the new sound t (Tom, Ted, toy, top). Let the pupils tell the words in the following song and poem containing the sound of the new letter *t*.

SONG

"Song of the Kitchen Clock." Songs of the Child World, Book I, Gaynor.

POEM

Little Tom Tucker
Sings for his supper;
What shall he eat?
White bread and butter.

How shall he cut it
Without e'er a knife?
How will he be married
Without e'er a wife?

THIRD STEP

EYE TRAINING WITH EAR TRAINING

(Teaching the Letter that Stands for the New Sound)

Write the letter *t* in the air and on the board.

Add the letter *t T* to the letter *a A* on the board and let them remain there for daily review.

PERCEPTION PHONIC CARD

Show the class the letter *t* on the perception phonic card. Call attention to the picture, and to the fact that the first sound in the word *top* is the same sound that Nat dreamed the soldiers were making.

SEAT WORK

Give the pupils some letter *t's* for the seat work letter box.

Select all small *a's* and *t's* from the box.

Cut and color tops.

Model tops.

FOURTH STEP

WRITING

Teach the pupils to write the letter *t*. Ask the pupils to write the letter that stands for the first sound of apple (ă). Give the sound and not the name.

FIFTH STEP (A)

EYE TRAINING WITH EAR TRAINING

(Combining Letters into Words)

STORY

Two little letters, one called ă and the other t. You can call them both at one time. When you call them, what word do you say? (at).

NOTE—As the sound of each letter is mentioned the teacher writes the letter on the board. Then join the two letters and write the word *at* several times. Let it remain on the board for review.

PERCEPTION WORD CARD

Show the class the word *at* on the perception word card.

SUPPLEMENTARY WORK

STORIES

"Father Time and His Children." Half Hundred Stories, Brown.

"Little Tom Tucker's Bun." Mother Goose Village, Madge Bigham.

SONG

"Tick-Tock." First Year Music, Dann.

CONVERSATION

Time.

OCCUPATIONS

Drawing clocks. Folding and making clocks of stiff paper.

GAME

"The Pendulum." Songs and Games for Little Ones, Walker and Jenks.

SIXTH DAY

If this day is Monday, the children will probably have forgotten some of the things taught last week. It will be well to begin with a word game similar to those used last week. These reviews are necessary for the benefit of the new pupils who enter late.

Review the drill for Long Vowels, and the drill for ă-t.

Review perception phonic cards ă and t.

Review perception word card *at*.

NEW LETTER

(n N)

Present and teach the letter *n N* and its sound.

FIRST STEP

EAR TRAINING—PHONIC STORY

Nat went to the country to visit his little friend Sam. He took his dog Don with him. One day while the boys were playing with Don in the barnyard they heard the little baby calf crying for its mother. It was saying "n-n-n!"

DRILL

Let the teacher sound the following words for the pupils to pronounce:

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
k-ā-n	cane	k-ē-n	keen	n-ē-d	need
ch-ā-n	chain	kl-ē-n	clean	n-ŏ-d	nod
m-ā-n	mane	m-awr-n	morn	n-ŭ-t	nut
p-ā-n	pain	b-awr-n	born	n-ŏ-t	not
st-ā-n	stain	n-ī-n	nine	n-ō-t	note
r-ā-n	rain	n-ŭ-n	none	n-ĭ-t	knit
tr-ā-n	train	n-ă-n	Nan	n-ĕ-t	net
br-ā-n	brain	n-o͞o-n	noon	n-ā-m	name
gr-ā-n	grain	n-ĕ-d	Ned	n-ī-f	knife

SECOND STEP

EAR TRAINING—DRILL FOR ă-n

Words for the pupils to sound:

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
man	m-ă-n	fan	f-ă-n	Dan	d-ă-n
pan	p-ă-n	ran	r-ă-n	Nan	n-ă-n
can	c-ă-n	tan	t-ă-n	Ann	ă-n

Ask pupils to suggest words containing the new sound n (Ned, Nan, nose, nut).

SONG

"The Bird's Nest." Songs of the Child World, Book I, Gaynor.

POEMS

Little Robin Redbreast
Sat upon a rail,
Niddle, naddle, went his head,
Wiggle, waggle, went his tail.

Little Nancy Etticoat,
In a white petticoat,
And a red nose;
The longer she stands,
The shorter she grows.

THIRD STEP

EYE TRAINING WITH EAR TRAINING

(Teaching the Letter that Stands for the New Sound)

Teacher writes the letter *n N* in the air and on the board.

Add this new letter *n N* to the other letters on the board.

PERCEPTION PHONIC CARD

Show the class the letter *n N* on the perception phonic card. Call attention to the picture and to the fact that the first sound in the word *nest* is the same sound the little baby calf made when it cried for its mother.

SEAT WORK

Give the pupils some letter *n's* for the seat work letter box.

Match small *n's* and the other letters previously taught, from the board. With the letter cards build the word *at*.

FOURTH STEP

WRITING

Teach the pupils to write the letter *n*.

Review writing from dictation all letters taught.

Ex.—Write the letter that stands for the first sound of *apple* (ă), of *top* (t), and of *nest* (n).

This reference to the picture leads to independence in reading the new sounds through the picture.

FIFTH STEP (A)

MAKING NEW WORDS—STORY

Two little letters, one called ă and the other n. You can call them both at one time. When you call them, what word do you say? (an).

Reserve a place upon the blackboard to list the words as fast as they are learned. Let them remain for daily review. With the new letter *n* and the letters previously taught, the teacher works out the following words by "*families*." In double letters sound the first letter only.

at	an
Nat	Nan
	tan
	ant
	Ann

PERCEPTION WORD CARDS

Show the class the words *an, Nat* and *Ann* on the perception word cards. They have already been taught the word *at*. Let these four words form the beginning of a pack of perception word cards for daily review.

FLYING BIRDS

(Game for the Quick Recognition of Words and Sounds)

Give a child the perception phonic card with the ă sound. Let him play it is a bird, and as it flies away it sings ă, ă, ă, ă, ă, ă, ă, ă (singing the scale). Proceed in the same manner with the *t* and *n* cards.

Play the same game with the perception word cards *at, an, Ann, Nat.*

SUPPLEMENTARY WORK

STORIES

"Out of the Nest." More Mother Stories, Maud Lindsay.
"The Bird's Concert." Half Hundred Stories, Brown.
"Spring in the Apple Tree." Half Hundred Stories, Brown.
"Crooked Man's Story." Mother Goose Village, Bigham.

SONG

"The Sparrow." Finger Plays, Emilie Poulsson.

POEM

Sing a song of sixpence,
A bag full of rye:
Four-and-twenty blackbirds
Baked in a pie;
When the pie was opened
The birds began to sing;
Was not that a dainty dish
To set before the King?

The King was in his counting-house,
Counting out his money;
The Queen was in the parlor,
Eating bread and honey;
The maid was in the garden
Hanging out the clothes;
By came a little bird,
And snapt off her nose.

NATURE STUDY

Birds in season.

OCCUPATIONS

Cutting, drawing, tracing birds, nests, and eggs.
Model birds, eggs, and nest.

GAME

"Hop, Hop, Come Birdies All." Songs and Games for Little Ones, Walker and Jenks.

SEVENTH DAY

Review the drill for Long Vowels, the drill for **ă-t**, the drill for **ă-n**.

Review from the board all letters previously taught.

Review the words on the board, the class sounding the letters in concert and pronouncing the words.

Review the perception phonic and word cards previously taught.

NEW LETTER

(m M)

Present and teach the letter *m M* and its sound.

FIRST STEP

EAR TRAINING—PHONIC STORY

Nat and Sam were sorry for the little calf when they heard it crying for its mother. They were glad to drive the mother cow home from the pasture in the evening. When the cow reached the gate, and heard her baby calf crying, she threw up her head and said, "**m, m, m.**"

DRILL

Let the teacher sound the following words for the pupils to pronounce:

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
g-ā-m	game	**l-ĭ-m**	limb	**m-ĭ-t**	mit
s-ā-m	same	**br-ĭ-m**	brim	**m-ärk**	mark
t-ā-m	tame	**f-är-m**	farm	**m-ă-d**	mad
kr-ē-m	cream	**ch-är-m**	charm	**m-ā-d**	made
dr-ē-m	dream	**m-ă-t**	mat	**m-ŭ-d**	mud
st-ē-m	steam	**m-ā-t**	mate	**m-aw-d**	Maud
st-ĕ-m	stem	**m-ē-t**	meat	**m-ŭ-f**	muff
j-ĭ-m	Jim	**m-ĕ-t**	met	**m-ŭ-g**	mug
d-ĭ-m	dim	**m-ī-t**	might	**m-ŏ-p**	mop

SECOND STEP

EAR TRAINING—DRILL FOR ă-m

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
lamb	**l-ă-m**	Sam	**s-ă-m**	ham	**h-ă-m**
ram	**r-ă-m**	jam	**j-ă-m**	mam	**m-ă-m**

Ask pupils to suggest words containing the new sound **m** (Mary, Mack, mat, moon, man).

SONGS

"The Moon." Songs of the Child World, Book I, Gaynor.

"The New Moon." First Year Music, Dann.

POEMS

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey.
There came a big spider,
And sat down beside her,
And frightened Miss Muffet away.

Mistress Mary, quite contrary,
How does your garden grow?
With cockle-shells and silver bells
And mussels all a-row.

THIRD STEP

EYE TRAINING WITH EAR TRAINING

(Teaching the Letter that Stands for the New Sound Taught)

Teacher writes the letter *m M* in the air and on the board.

Add this new letter *m M* to the other letters on the board and let them remain for daily review.

PERCEPTION PHONIC CARD

Show the class the letter *m M* on the perception phonic card. Call attention to the picture, and to the fact that the first sound in the word *man* is the same sound the mother cow made when she saw her baby calf and heard it crying.

SEAT WORK

Give each child some letter *m's* for the letter box.

Match the letters in the box with the letters from the board.

Build the words from the board (at, an, Nat, tan, Nan, Ann, ant).

FOURTH STEP

WRITING

Teach the pupils to write the letter *m*.

Write from dictation all letters previously taught.

FIFTH STEP (A)

MAKING NEW WORDS—STORY

Two little letters, one called **ă** and the other **m**. You can call them both at one time. When you call them, what word do you say? (**am**).

FAMILIES

To the "**at family**," add the new word *mat*.

To the "**an family**," add the new word *man*.

To the "**am family**," add the word *mam*.

at	an	am
Nat	Nan	mam
mat	tan	
	Ann	
	man	

PERCEPTION WORD CARD

Show the class the word *man* on the perception word card.

Add this card to the pack of perception word cards, for daily review.

CLIMBING THE LADDER

(Game for the Quick Recognition of Words)

Draw a ladder on the board. Write a word on each round of the ladder. See how many pupils can climb the ladder without missing a word.

The ladder may be *taken down* by the pupils erasing the words as they are pronounced correctly.

SUPPLEMENTARY WORK

STORIES

"Imgard's Cow." More Mother Stories, Maud Lindsay.

"The Cow." Stories Children Need, C. S. Bailey.

"Dan." Mother Goose Village, Bigham.

SONG

"Making Butter." Finger Plays, Poulsson.

POEM—"THE COW"

The friendly cow, all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple-tart.

She wanders lowing here and there.
And yet she can not stray,
All in the pleasant open air,
The pleasant light of day;

And blown by all the winds that pass,
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.

—*Robert Louis Stevenson.*

CONVERSATION

Cow, calf, milk and butter.

OCCUPATIONS

Cutting—Illustrate Little Miss Muffet. Cut Miss Muffet, spider, tuffet, bowl, spoon. Arrange on bogus paper with suitable background.

Construction—Make a barn of stiff paper.

Model cow and calf with clay.

Represent a barnyard on the sand-table.

GAME SONG

"Muffin Man." First Year Music, Dann.

EIGHTH DAY

Review the drills for **ă-t**, **ă-n**, and **ă-m**.

Review from the board all letters previously taught.

Review the words on the board, the class sounding the letters in concert and pronouncing the words.

Review the perception phonic cards previously taught.

Review the perception word cards previously taught.

NEW LETTER

(r R)

Present and teach the letter *r R* and its sound.

FIRST STEP

EAR TRAINING—PHONIC STORY

Don did not like cats. In the barn, hunting rats, were two cats named Tab and Tom. Whenever the cats would come near Don he would run at them and growl "**r**, **r**; **r**, **r**."

DRILL

Let the teacher sound the following words for the pupils to pronounce:

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
r-ĕ-d	red	**r-ŭ-n**	run	**r-ā-k**	rake
r-ē-d	read	**r-ā-n**	rain	**r-ŏ-k**	rock
r-ī-d	ride	**r-ĕ-n**	wren	**r-ă-k**	rack
r-ō-d	rode	**r-ă-g**	rag	**r-ī-t**	write
r-ŏ-d	rod	**r-ŭ-g**	rug	**r-ō-t**	wrote
r-ĭ-b	rib	**r-ō-p**	rope	**r** o͞o-t	root
r-ŏ-b	rob	**r-ī-p**	ripe	**r-ŭ-f**	rough
r-ō-b	robe	**r-ă-p**	rap	**r**-o͞o-f	roof
r-ŭ-b	rub	**r-ĭ-p**	rip	**r-ō-z**	rose

SECOND STEP

EAR TRAINING—DRILL FOR r

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
row	**r-ō**	rye	**r-ī**	ran	**r-ă-n**
ray	**r-ā**	rat	**r-ă-t**	ram	**r-ă-m**

Pupils suggest words containing the sound **r** (Ray, Rose, rat, red, round).

SONG

"The Little Shoemaker." Songs of the Child World, Book I, Gaynor.

POEM

The rain is raining all around;
It falls on field and tree.
It falls on the umbrellas here
And on the ships at sea.

—*R. L. Stevenson.*

THIRD STEP

EYE TRAINING WITH EAR TRAINING

(Teaching the Letter that Stands for the New Sound)

Teacher writes the letter *r* in the air and on the board. Add the letter *r R* to the other letters on the board, and let them remain for daily review.

PERCEPTION PHONIC CARD

Show the class the letter *r* on the perception phonic card. Call attention to the picture and to the fact that the sound Don made when he growled at the cats is the same as the first sound of the word *rat.*

SEAT WORK

Give the pupils some letter *r's* for the seat work letter box.
Match *a's, t's, n's, m's,* from the board.
Build with the letter cards the words on the board.

FOURTH STEP

WRITING

Teach the pupils to write the letter *r.*
Review from the board all letters previously taught.

FIFTH STEP (A)

MAKING NEW WORDS

Add to the "**at family**," the word *rat.*
Add to the "**an family**," the word *ran.*
Add to the "**am family**," the word *ram.*

PERCEPTION WORD CARD

Show the class the word *ran* on the perception word card.
Add this card to the word cards already taught.

GOING TO A PICNIC—WORD GAME

Draw steps on the board. Write words on the steps. If a child can pronounce the words he may march up the steps to a picnic in the park.

FIFTH STEP (B)

COMBINING WORDS INTO SENTENCES

If the teacher thinks best she can now begin writing sentences on the board for the pupils to read. Use only the words previously taught.

Nat ran at Ann.
Ann ran at Nan.
Nan ran at an ant.
An ant ran, ran, ran.

CIRCUS PARADE—PHONIC GAME

Teacher—"Children, how many would like to play that you are different animals and march with me in a circus parade? If you can give three separate sounds in the words I pronounce you may do so." (Teacher pronounces the words in the drill for **ă-t.**)

SUPPLEMENTARY WORK

STORIES

"The Dog and His Shadow." Children's Hour, C. S. Bailey.
"Our Dog at Kindergarten." Half Hundred Stories, Brown.
"Mother Hubbard's Easter Lily." Mother Goose Village, Bigham.

POEM

Old Mother Hubbard
Went to the cupboard
To get her poor dog a bone;
But when she came there,
The cupboard was bare,
And so the poor dog had none.

NATURE STUDY

Dogs.

OCCUPATIONS

Cut dogs, cats, rats.
Draw rats.
Model dog, cat, and rat.

SONG GAME

"Kitty Cat and the Mouse." Songs and Games for Little Ones, Walker and Jenks.

NINTH DAY

Review the drills for **ă-t, ă-n, ă-m,** and **r.**

Review from the board all letters previously taught.

Review the words on the board, the class sounding the letters in concert and pronouncing the words.

Review the perception phonic cards previously taught.

Review the perception word cards previously taught.

NEW LETTER

(s S)

Present and teach the letter *s S* and its sound.

FIRST STEP

EAR TRAINING—PHONIC STORY

While Nat and Sam were driving the cow home from the pasture, they saw a large snake crawling slowly through the clover. The boys called Don. When Don saw the snake he ran at it barking. The snake heard the dog barking and threw out its head and hissed "s-s-s."

DRILL

Let the teacher sound the following words for the pupils to pronounce:

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
f-ā-s	face	**h-ou-s**	house	**s-ă-k**	sack
b-ā-s	base	**m-ou-s**	mouse	**s-ĭ-k**	sick
ch-ā-s	chase	**m-ī-s**	mice	**s-ŏ-k**	sock
p-ā-s	pace	**r-ī-s**	rice	**s-ŭ-k**	suck
k-ā-s	case	**n-ī-s**	nice	**s-o͞o-n**	soon
g-o͞o-s	goose	**s-ō-p**	soap	**s-ŭ-n**	sun
g-ē-s	geese	**s-o͞o-p**	soup	**s-ĕ-t**	set

SECOND STEP

EAR TRAINING—DRILL FOR S

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
say	**s-ā**	so	**s-ō**	sat	**s-ă-t**
see	**s-ē**	sigh	**s-ī**	Sam	**s-ă-m**

Pupils suggest words containing the new sound **s** (Sam, Susie, soap, soon).

SONG

"See, Saw." Songs of the Child World, Book I, Gaynor.

POEMS

See, saw, Marjory Daw,
Jack shall have a new master.
He shall have but a penny a day,
Because he can't work any faster.

Simple Simon went a-fishing
For to catch a whale;
All the water he had got
Was in his mother's pail.

THIRD STEP

EYE TRAINING WITH EAR TRAINING

(Teaching the Letter that Stands for the New Sound)

Teacher writes the letter *s S* in the air and on the board.

Add the letter *s S* to the other letters on the board and let them remain for review.

PERCEPTION PHONIC CARD

Show the class the letter *s* on the perception phonic card.

Call attention to the picture, and to the fact that the sound that the snake made is the same as the first sound of the word *saw*.

SEAT WORK

Give the pupils some letter *s's* for the seat work letter box.

Build with the letter cards the words on the board.

FOURTH STEP

WRITING

Teach the pupils to write the letter *s*.

Review all letters previously taught.

FIFTH STEP (A)

MAKING NEW WORDS

Add to the "**at family**," the word *sat*.

Add to the "**am family**," the word *Sam*.

PERCEPTION WORD CARDS

Show the class the words *Sam* and *sat* on the perception word cards.

Add these words to the word cards previously taught.

GAME—POTATO RACE

Place the perception word and phonic cards, previously taught, in the chalk tray. Two children race to see which can bring the teacher the greatest number of potatoes, by pronouncing the words and sounds correctly. The child reads the word, or gives the sound of the letter on the card, as he hands it to the teacher.

FIFTH STEP (B)

SENTENCES

Let the teacher write sentences on the board for the children to read. Use the words already taught.

SUPPLEMENTARY WORK

STORY

"Raggylug." How to Tell Stories to Children, Bryant.

POEM

Rabbit, rabbit, rabbit pie!
Come, my ladies, come and buy;
Else your babies, they will cry.

SONG GAME

"The Little Rabbit." Dramatic Games and Dances for Little Children, Crawford.

OCCUPATIONS

Cut mother rabbit and baby rabbit.
Draw rabbits.
Model rabbits.

CONVERSATION

Obedience.

NOTE—The teacher may read to the class:

"Peter Rabbit," Potter.

"Johnny Chuck Finds the Best Thing in the World." Stories Children Need, C. S. Bailey.

TENTH DAY

Rapid review of the drills for ă-n, ă-m, r, and s.

Review the words on the board, the class sounding the letters in concert and pronouncing the words.

Review from the board all letters previously taught.

Review the perception phonic and word cards previously taught.

NEW LETTER

(h H)

Present and teach the letter *h H* and its sound.

FIRST STEP

EAR TRAINING—PHONIC STORY

When Nat and Sam heard the snake hissing in the clover, they were frightened; and, calling their dog, they ran, ran, ran! When they reached home they were tired, and sat down on the grass to rest. Don lay on the grass panting "h-h; h-h!"

DRILL

Let the teacher sound the following words for the pupils to pronounce:

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
h-ŏ-t	hot	h-ă-d	had	h-ō-p	hope
h-ē-t	heat	h-ēr-d	heard	h-ĭ-p	hip
h-ĭ-t	hit	h-ō-m	home	h-aw-k	hawk
h-ī-t	height	h-ĭ-m	him	h-ă-z	has
h-ēr-t	hurt	h-ŭ-m	hum	h-ĭ-z	his
h-ĕ-d	head	h-ĕ-n	hen	h-ŏ-g	hog
h-ī-d	hide	h-ŏ-p	hop	h-ŭ-g	hug
h-ĭ-d	hid	h-ē-p	heap	h-ou-s	house

SECOND STEP

EAR TRAINING—DRILL FOR h

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
hay	h-ā	hoe	h-ō	ham	h-ă-m
he	h-ē	who	h-o͞o	has	h-ă-z
high	h-ī	hat	h-ă-t	had	h-ă-d

Pupils suggest words containing the new sound h (Harry, Hattie, hat)

SONG

"Frog and Horse." Songs of the Child World, Book I, Gaynor.

POEMS

Little Jack Horner sat in the corner,
Eating his Christmas pie.
He put in his thumb and pulled out a plum,
And said, "What a good boy am I!"

Humpty Dumpty sat on the wall;
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Can not put Humpty Dumpty together again.

THIRD STEP

EYE TRAINING WITH EAR TRAINING

(Teaching the Letter that Stands for the New Sound)

Teacher writes the letter *h* in the air and on the board.

Add the new letter *h H* to the letters on the board and let them remain for daily review.

PERCEPTION PHONIC CARD

Show the class the letter *h* on the perception phonic card.

Call attention to the picture, and to the fact that the sound Don made when he was out of breath is the same as the first sound of the word *horse*.

SEAT WORK

Give the pupils some letter *h's* for the seat work letter box.

Build with the letter cards the words on the board.

FOURTH STEP

WRITING

Teach the pupils to write the letter *h*.

Review all letters previously taught.

FIFTH STEP (A)

MAKING NEW WORDS

Add to the "**at family**," the word *hat*.

Add to the "**am family**," the word *ham*.

PERCEPTION WORD CARD

Show the class the word *hat* on the perception word card.

FISHING—PROGRESSIVE GAME

Write the words and letters on the board. See how many children can catch the fish from the pond by pronouncing the words and sounds correctly.

STRINGING THE FISH

Draw a vertical line on the board. As the child pronounces the words and sounds correctly they are erased and the teacher writes them on the line. Proceed in this way until each word and letter has been erased from the pond and written on the string.

COOKING THE FISH

Draw a large frying-pan on the board. As the words and letters are pronounced and erased from the string the teacher writes them in the frying-pan to be cooked for supper.

FIFTH STEP (B)

SENTENCES

Let the teacher write sentences on the board for the children to read. Use the words already taught.

SUPPLEMENTARY WORK

STORIES

"The Little Gray Pony." Mother Stories, Maud Lindsay.
"School Martin's Pie." Mother Goose Village, Bigham.

SONG

"Song of Iron." Songs of the Child World, Book I, Gaynor.

POEMS

Shoe the pony,
Shoe the horse,
  Shoe the wild mare;
Shoe the donkey,
Shoe the mule,
  But let the colt go bare.

I had a little pony;
  His name was Dapple Gray;
I lent him to a lady,
  To ride a mile away.
She whipped him, she lashed him;
  She rode him through the mire;
I would not lend my pony now
  For all the lady's hire.

CONVERSATION

Kindness to animals.

OCCUPATIONS

Cut horse, colt and mule from old magazines, or free-hand.
Model horse, colt and mule.

SONG GAMES

"Little Jack Horner." First Year Music, Dann.
"The Little Blacksmith." Songs and Games for Little Ones, Walker and Jenks.

ELEVENTH DAY

Review from the board all the letters and words previously taught.
Review the perception phonic and word cards.
Review the drills for **ă-n**, **ă-m**, r, s and **h**.

NEW LETTER

(b B)

Present and teach the letter *b B* and its sound.

FIRST STEP

EAR TRAINING—PHONIC STORY

Nat and Sam were playing down by the brook. They found a big bottle. They would fill the bottle with water, and pour it out again. They liked to hear the water talk as it came out, saying "**b-b-b**!"

DRILL

Let the teacher sound the following words for the pupils to pronounce:

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
b-ŏ-b	bob	**t-ŭ-b**	tub	**b-o͞o-t**	boot
s-ŏ-b	sob	**k-ŭ-b**	cub	**b-ă-k**	back
k-ŏ-b	cob	**b-ā-b**	babe	**b-ā-k**	bake
w-ĕ-b	web	**b-ī-t**	bite	**b-är-k**	bark
b-ĭ-b	bib	**b-ĭ-t**	bit	**b-är-n**	barn
kr-ĭ-b	crib	**b-ē-t**	beat	**b-ĕ-n**	Ben
kr-ă-b	crab	**b-ĕ-t**	bet	**b-ŭ-n**	bun
gr-ă-b	grab	**b-ŭ-t**	but	**b-ĭ-n**	bin

SECOND STEP

EAR TRAINING—DRILL FOR b

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
bow	**b-ō**	bay	**b-ā**	tab	**t-ă-b**
bee	**b-ē**	dab	**d-ă-b**	Rab	**r-ă-b**
by	**b-ī**	nab	**n-ă-b**	cab	**c-ă-b**

Ask pupils to suggest words with the sound b (Ben, Bessie, bed, boat, Bob).

SONG

"Here's a Ball for Baby." Finger Plays, Poulsson.

POEMS

Bye, baby bunting,
Daddy's gone a-hunting,
To get a little hare's skin
To wrap a baby bunting in.

Hush-a-bye, baby, on the tree-top,
When the wind blows, the cradle will rock;
When the bough bends, the cradle will fall,
Down will come baby, bough, cradle, and all.

Little Boy Blue, come blow your horn,
The sheep's in the meadow, the cow's in the corn.
Where's the little boy that looks after the sheep?
He's under the haycock fast asleep.
Will you wake him? No, not I;
For if I do, he'll be sure to cry.

THIRD STEP

EYE TRAINING WITH EAR TRAINING

(Teaching the Letter that Stands for the New Sound)

Write the letter *b* in the air and on the board.
Add the new letter *b B* to the other letters on the board.

PERCEPTION PHONIC CARD

Show the class the letter *b* on the perception phonic card. Call attention to the picture, and to the fact that the first sound of the word *boy* is the same sound that the water made when it ran from the bottle.

SEAT WORK

Give the pupils some letter *b's* for the letter box.
Build with the letter cards the words on the board.

FOURTH STEP

WRITING

Teach the pupils to write the letter *b*.
Pupils write from dictation all letters previously taught.

FIFTH STEP (A)

MAKING NEW WORDS

Add the word *bat* to the "**at family.**" Begin the "**ab family.**" Add *Tab, Rab.*

PERCEPTION WORD CARD

Add the word *Tab* to the word cards.

WASH DAY—PROGRESSIVE GAME

I

Draw a clothes-line on the board. Draw squares and oblongs hanging from the line.

Write words in these squares and oblongs. Tell the children that a storm is coming up and the clothes must not get wet. The child who can go to the board and pronounce the words correctly may take the clothes from the line by erasing the words.

II

Draw a large clothes-basket on the board.

As the child erases the word from the clothes-line, the teacher writes it in the basket. Continue in this way until all the words have been erased.

III

Draw a long horizontal line on the board for an ironing-board. The clothes must now be ironed. A child is called to pronounce the words in the basket. As the words are pronounced correctly, they are erased by the child, and the teacher writes the words on the ironing-board.

IV

A child pronounces the words on the ironing-board. As these words are pronounced correctly they are erased and supposed to be put away in the trunk.

FIFTH STEP (B)

SENTENCES

Let the teacher write sentences on the board for the children to read. Use the words already taught.

SUPPLEMENTARY WORK

STORIES

"How a Little Boy Got a New Shirt." Child's World, Poulsson.
"Pattie's New Dress." More Mother Stories, Maud Lindsay.
"Old Woman's Christmas Tree." Mother Goose Village, Bigham.

POEM

Little Bo-Peep has lost her sheep,
And can't tell where to find them;
Leave them alone, and they'll come home,
And bring their tails behind them.

Little Bo-Peep fell fast asleep,
And dreamt she heard them bleating;
But when she awoke, she found it a joke,
For they were all still fleeting.

Then up she took her little crook,
Determined for to find them;
She found them, indeed, but it made her heart bleed,
For they'd left their tails behind 'em!

DRAMATIZATION

Dramatize "Little Bo-Peep," and "Little Boy Blue."

NATURE STUDY

Sheep and Wool.

SONGS

"The Lambs." Finger Plays, Pou'sson.
"Spinning the Yarn." Songs of the Child World, Book I, Gaynor.

OCCUPATIONS

Cut Little Bo-Peep, sheep, crook, Little Boy Blue, horn, haystack, cows, sheep, fence.

Model sheep, crook, horn, cows.

Represent the story of "Little Boy Blue" on the sand-table.

TWELFTH DAY

GENERAL REVIEW

(Stress Individual Work)

Review from the board all letters previously taught (ă, t, n, m, r, s, h, b).

Review from the board all words previously taught, the class sounding the letters in concert and pronouncing the words (at, Nat, mat, sat, rat, hat, bat, an, Ann, Nan, tan, man, ran, am, mam, ram, Sam, ham, Tab, Rab).

Review all perception phonic cards previously taught.

Review all perception word cards previously taught (at, hat, Nat, sat, Nat's, an, Ann, man, ran, Sam, Tab).

EAR TRAINING

Let the pupils give all four sounds of each word separately.

TEACHER	PUPILS	TEACHER	PUPILS
bats	**b-ă-t-s**	rats	**r-ă-t-s**
cats	**k-ă-t-s**	hats	**h-ă-t-s**
Nats	**n-ă-t-s**	pats	**p-ă-t-s**
mats	**m-ă-t-s**	taps	**t-ă-p-s**

NOTE—Give the words in pairs: bat, bats; rat, rats, etc.

The purpose is for the children to notice the final s sound and pronounce it in the words.

WRITING

COMBINING LETTERS INTO WORDS

Tell the children that now that they have learned to write letters, they may write some words. Dictate the words one at a time, the children standing at the board, facing the teacher, paying attention, and watching her lips. The teacher pronounces the word; the children give its three sounds, then turn to the board and write the word. No other word is dictated until every child at the board has written the first word correctly. The teacher helps the children that do not write the word correctly, by having them sound the parts and noting them carefully, and writing the proper letter for each sound.

Suppose the first word dictated is *hat,* and a child does not know how to write it. Ask him to sound *hat.* He does so. Ask him, "What is the first sound?" If he does not know, tell him to sound it again, and as soon as he says "**h**," stop him and say, "That is the first sound; now what is the first sound of *hat?*" As soon as the child can tell you the first sound of *hat,* have him write the letter; he should know that *h* stands for the **h** sound. Proceed in the same way with the **a** sound and the **t** sound.

The words to be dictated for the pupils to write on the board: hat, bat, mat, rat, sat.

Have each pupil read his list of words, sounding each letter, if necessary. This, as has been said before, will probably be difficult for the children. Take time and help them do this. When a child reads "**h-ă-t**," and does not rec-

ognize that it makes the word *hat,* have him repeat it faster and faster; if he still does not recognize the word, let the teacher sound the letters, pointing them out at the same time. Hearing the teacher's voice will help the child to recognize the word. As he reads on, the following words will be less difficult, for they all end **ăt.**

SEAT WORK

Let the children build with letter cards the words already taught. Children read the words they build.

GAME

The teacher flashes the perception cards (words and letters) before the pupils. Each child in turn calls the word, or sound of the letter, flashed. If the word, or sound, is given correctly, the card is given the child. When all the cards have been given out, the child having the greatest number of cards wins the game.

The child who wins the game is allowed to play teacher and flash the cards. The class pronounces in concert.

SENTENCES

Let the teacher write sentences on the board for the children to read. Use the letters already taught.

SUPPLEMENTARY WORK

STORY

"The Three Bears." How to Tell Stories to Children, S. C. Bryant. The New Howell First Reader.

DRAMATIZATION

Dramatize "The Three Bears."

NATURE STUDY

Bears.

OCCUPATIONS

Cut bears, Golden Locks, beds, chairs, table, bowls. Mount the cuttings to represent the story.

Draw the bears.

Model bears, bowls.

Make beds, chairs, and table of stiff paper.

Represent the story on the sand-table.

GAME SONG

"The Mulberry Bush." First Year Music, Dann.

THIRTEENTH DAY

Review drill for words of four sounds.

Review perception word and phonic cards.

Rapid review of all letters on the board.

Review reading from the board all words taught so far, class sounding the letters in concert, and pronouncing the words.

PUPILS ARE GIVEN THE PRIMER

Tell the class we are going to find letters in our books. Open the Howell Primer at page 8. Show the children how to hold the book and to keep the place. Ask them to point out and sound all the letters they know. Speak of the pictures. Let them tell you that the first is a top. Ask them to sound *top*. "What is the first sound?" They will reply, "**t**." "There is **t** for *top*," the teacher may say. And so with the other letters that the class has studied. (Bear in mind that they have not had *d, g, o, i.*)

If there is time, and the children are not tired, ask them to find letters that they know on the twelfth page. For example, ask them to find a long line of **t**'s; a long line of **ă**'s; find **b**, **s**, **r**, etc.

NOTE—The purpose of this exercise is to accustom the children to recognizing letters in the book; this will be harder for them than recognizing letters on the board or on a card, because the letters in the book are smaller, and also the large number of letters on a page is confusing to a beginner.

SEAT WORK

Build with the letter cards the words already taught.

Pupils read the words they build.

NOTE—If board room is scarce these "families" of words may be written on large sheets of tag-board, or stiff paper. One sheet of tag-board is large enough for three families of words. Having the words on these large cards saves the trouble of writing them each day for review.

WRITING

Dictate the four words, *bat, rat, hat, mat,* for the children to write on the board. Let them read the words. Tell them to change *bat* into *bats,* etc. Teach them to do this by adding *s* to each word. Then let each child read the words, *bats, rats, hats, mats,* which he has written.

SENTENCES

Let the teacher write sentences on the board for the children to read. Use the letters already taught.

STUDYING THE FIRST WORD LISTS

Read the first column of words in the Primer, page 12.

Have the child provide himself with a "marker," a piece of tagboard or stiff paper about one inch broad and several inches long. It is important to train the pupils to use the "marker" to keep the place and study the same thing at the same time. When the habit of "keeping the place" is once formed, the pupils get more pleasure from the lesson, and there is less strain on the teacher.

Let the children place the "marker" under the first word in the list, sound the letters in concert and pronounce the word. Move the "marker" to the next word and proceed in the same way until all the words in the first column have been studied.

Let the teacher sound the letters with the children.

Read the words several times.

NOTE—Let the pupils take their books home, and study the lessons. Remember, that it is the child's own effort that educates him, and not what the teacher does. It makes no difference whether he does this in school or out of school.

BUILDING WORDS AND SENTENCES

Three pupils stand in a row, widely separated, facing the class. Each child holds in front of his chest a perception phonic card with a letter of the word that is to be built. The teacher calls the sound of the letter and the children approach each other. When they are close together let some child pronounce the word.

Build sentences in the same way, giving the children the perception word cards containing the words for the sentence. Pupils read the sentence.

GAME

Draw a brick wall on the board. Write a word in each brick. Send a child to the board to "tear down the brick wall." If he can pronounce the word he erases it. Continue in this way until the wall is torn down.

SUPPLEMENTARY WORK

STORIES

"Gingerbread Boy." Stories to Tell Children, Bryant.
"Johnny Cake." Firelight Stories, C. S. Bailey.

SONG

"Gingerbread Boy." First Year Music, Dann.

OCCUPATIONS

Cut Gingerbread Boy, fox, cow, kettle, pan, bowl.
Model boy, fox, kettle, pan, bowl.
Draw kettle, pan, bowl.

GAME SONG

"Round and Round the Village." First Year Music, Dann.

FOURTEENTH DAY

Review drills for words of four sounds.
Review all letters on the board.
Review reading from the board all words previously taught.
Rapid review of perception phonic and word cards.

NEW LETTER

(g G)

Present and teach the letter *g G* and its sound.

FIRST STEP

EAR TRAINING—PHONIC STORY

Nat likes to watch his mother dress the baby in her long white dress. (The teacher writes *g* on the board, the upper part of the *g* representing the head of the baby, and the lower part the long dress.) He likes to hear her coo, and sing "g-g-g."

DRILL

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
p-ĭ-g	pig	m-ŭ-g	mug	g-ā-t	gate
f-ĭ-g	fig	h-ŭ-g	hug	g-ĕ-t	get
b-ĭ-g	big	d-ŏ-g	dog	g-ŏ-t	got
d-ĭ-g	dig	h-ŏ-g	hog	g-ĭ-v	give
p-ĕ-g	peg	fr-ŏ-g	frog	g-ā-v	gave
k-ĕ-g	keg	g-o͞o-s	goose	g-ā-m	game
b-ĕ-g	beg	g-ē̆ē-s	geese	g-ŭ-m	gum
b-ŭ-g	bug	g-ă-s	gas	g-ŭ-n	gun
j-ŭ-g	jug	g-ŭ-s	Gus	g-ă-p	gap

SECOND STEP

EAR TRAINING—DRILL FOR ă-g

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
bag	b-ă-g	nag	n-ă-g	fag	f-ă-g
tag	t-ă-g	wag	w-ă-g	sag	s-ă-g
rag	r-ă-g	gag	g-ă-g	jag	j-ă-g

Give the words in the drill for ă-g in pairs: tag, tags; bag, bags. See that the child gives four separate sounds.

Ask pupils to suggest words with the sound g (girl, good, game, bag, tag, rag).

POEM

The winds they did blow,
The leaves they did wag, wag;
Along came a beggar boy,
And put me in his bag, bag.

SONG

"Good Morning, Merry Sunshine." First Year Music, Dann

THIRD STEP

EYE TRAINING WITH EAR TRAINING

(Teaching the Letter that Stands for the New Sound)

Write the letter *g* in the air and on the board.

Add the letter *g G* to the other letters on the board.

PERCEPTION PHONIC CARD

Show the class the letter *g* on the perception phonic card. Call attention to the picture and to the fact that the first sound of the word *goat* is the same sound the baby made when she cooed and sang.

SEAT WORK

Give the pupils some letter *g's* for the letter box. Build with the letter cards the words previously taught.

Pupils may now begin to build short sentences with the letter cards.

FOURTH STEP

WRITING

Teach the pupils to write the letter *g*.

Pupils write from dictation the following words: am, ham, ram; at, bat, rat, hat, mat, sat.

FIFTH STEP (A)

MAKING NEW WORDS

With the new letter *g* and the letters already taught, the following words can be made: bag, tag, rag, nag, gag. Write these words on the board or tag-board, building the new "**ag family**."

PERCEPTION WORD CARDS

Add to the perception word cards the words *Tag, tag.*

GAMES

The teacher holds the pack of perception word cards in her hand.

The teacher says: "Children, we will play that you are standing near the roadside and you see some old friends passing by. First, they go by very slowly in an ox cart, then in a wagon, in a buggy, and in an automobile."

Teacher flashes the cards before the children, first very slowly, then faster and faster as they change vehicles. Children pronounce the words.

Play the same game with the phonic cards.

FIFTH STEP (B)

SENTENCES

Let the teacher write sentences on the board for the children to read. Use the letters already taught.

FIFTH STEP (C)

STUDY IN THE PRIMER

Read from the Primer, page 12, words already taught.

Pupils place the "marker" under the first word in the list, sound the letters in concert and pronounce the word.

Move the "marker" to the next word and proceed in the same way until all the words have been studied.

Read the words several times.

SUPPLEMENTARY WORK

STORIES

"Three Billy Goats Gruff." Firelight Stories, C. S. Bailey.
"Billie's First Visit to the Kindergarten." Half Hundred Stories, Brown.

DRAMATIZATION

Dramatize "Three Billy Goats Gruff."

NATURE STUDY

Goats.

OCCUPATIONS

Cut goats.
Model goats.

SONG GAME

"London Bridge." First Year Music, Dann.

FIFTEENTH DAY

Review drills for words of four sounds, and the drill for **ă-g**.
Rapid review of all letters on the board.
Rapid review from the board of all words previously taught.
Rapid review of all perception phonic and word cards.

NEW LETTER

(d D)

Present and teach the letter *d D* and its sound.

FIRST STEP

EAR TRAINING—PHONIC STORY

Baby Ann has grown up to be a tall girl. She wears her hair long and a bow on it like this. (Teacher makes the letter *d* on the board, the upper part of the *d* representing the bow.) Nat loves to tease. He tried to pull Ann's bow off, and she cried, "d-d-d—don't!"

DRILL

Let the teacher sound the following words for the pupils to pronounce:

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
m-ā-d	made	**k-är-d**	card	**d-ī-n**	dine
p-ā-d	paid	**y-är-d**	yard	**d-ŭ-n**	done
sh-ā-d	shade	**d-ŏ-g**	dog	**d-ŭ-k**	duck
w-ā-d	wade	**d-ĭ-g**	dig	**d-är-k**	dark
f-ē-d	feed	**d-ŭ-g**	dug	**d-ē-p**	deep
s-ē-d	seed	**d-ī-m**	dime	**d-ĭ-p**	dip
w-ē-d	weed	**d-ĭ-m**	dim	**d-ā-t**	date
b-ĕ-d	bed	**d-ŭ-m**	dumb	**d-ŏ-t**	dot
f-ĕ-d	fed	**d-ĕ-n**	den	**d-ŭ-v**	dove
sh-ĕ-d	shed	**d-ĭ-n**	din	**d-ī-v**	dive

SECOND STEP

EAR TRAINING—DRILL FOR **ă-d**

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
mad	**m-ă-d**	sad	**s-ă-d**	dad	**d-ă-d**
bad	**b-ă-d**	had	**h-ă-d**	gad	**g-ă-d**

Pupils suggest words with the new sound **d** (Dan, Daisy, dog).

SONG

"The Dandelion." Songs of the Child World, Book I, Gaynor.

POEMS

Diddle, diddle, dumpling, my son John
Went to bed with his stockings on;
One shoe off, and one shoe on,
Diddle, diddle, dumpling, my son John.

Hey! diddle, diddle, the cat and the fiddle,
The cow jumped over the moon;
The little dog laughed to see such sport,
And the dish ran away with the spoon.

THIRD STEP

EYE TRAINING WITH EAR TRAINING

(Teaching the Letter that Stands for the New Sound)

Write the letter *d* in the air and on the board.
Add this new letter to the other letters on the board.

PERCEPTION PHONIC CARD

Show the class the letter *d* on the perception card. Call attention to the picture and to the fact that the first sound of the word *dog* is the same sound Ann made when she jumped at Nat and started to say "don't!"

SEAT WORK

Give the pupils some letter *d's* for the seat work letter box. Build with letter cards the words previously taught.

Teacher may select different "families" for the pupils to build, if they do not have time to build all the words taught.

FOURTH STEP

WRITING

Teach the pupils to write the letter *d*.

Pupils write from dictation the letters previously taught.

Pupils write from dictation the following words: an, man, ran, tan, am, ham, ram, at, bat, hat, mat, sat.

FIFTH STEP (A)

MAKING NEW WORDS

With the new letter *d* and the letters already taught, the teacher writes the following words on the board. (This "**ad family**" is added to the other words for review.)

add	dad
mad	Tad
sad	Dan
bad	and
had	

PERCEPTION WORD CARDS

Add to the pack of perception word cards the following words: sad, bad, had.

GAME

Draw a large wheel on the board. Write the words and letters on the spokes. See how many children can turn the wheel by calling the words and sounds correctly.

FIFTH STEP (B)

SENTENCES

Let the teacher write sentences on the board for the children to read. Use the letters already taught.

FIFTH STEP (C)

STUDY IN THE PRIMER

Read from the Primer the words already taught.

1. Let the children place the "marker" under the first word, sound the letters in concert and pronounce the word. Move the "marker" to the next word and proceed in the same way until all the words have been studied.
2. Children sound the letters and pronounce the words in turn.
3. Children sound the letters and pronounce the words not in turn.

SUPPLEMENTARY WORK

STORY

"Little Red Riding Hood." Fairy Stories and Fables, Baldwin. Howell Second Reader.

DRAMATIZATION

Dramatize "Little Red Riding Hood."

OCCUPATIONS

Cut Red Riding Hood, wolf, grandmother's house, trees, path. Mount on paper with suitable background.

SONG GAME

"Hey, Diddle, Diddle." Dramatic Games for Children, Crawford.

SIXTEENTH DAY

Review drills for **ă-g, ă-d.**
Rapid review of all letters on the board.
Rapid review of all words on the board, or on the tag-board sheets.
Rapid review of all perception phonic and word cards.

NEW LETTER

(o O)

Present and teach the letter *o O* and its sound.

FIRST STEP

EAR TRAINING—PHONIC STORY

Nat and Ann were blowing soap bubbles on the back porch. Nat blew a large bubble with red, green, blue, yellow and purple colors. Ann was delighted when she saw the beautiful colors. She clapped her hands and cried "**ŏ-ŏ-ŏ-ŏ**! don't burst, you little rainbow!"

DRILL

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
t-ŏ-p	top	**p-ŏ-t**	pot	**k-ŏ-g**	cog
sh-ŏ-p	shop	**k-ŏ-t**	cot	**j-ŏ-g**	jog
ch-ŏ-p	chop	**sh-ŏ-t**	shot	**f-ŏ-g**	fog
h-ŏ-p	hop	**sp-ŏ-t**	spot	**fr-ŏ-g**	frog
m-ŏ-p	mop	**sl-ŏ-t**	slot	**fl-ŏ-g**	flog
p-ŏ-p	pop	**tr-ŏ-t**	trot	**k-ŏ-b**	cob
s-ŏ-p	sop	**j-ŏ-t**	jot	**j-ŏ-b**	job
dr-ŏ-p	drop	**bl-ŏ-t**	blot	**p-ŏ-d**	pod
kr-ŏ-p	crop	**pl-ŏ-t**	plot	**sh-ŏ-d**	shod

SECOND STEP

EAR TRAINING—DRILL FOR **ŏ**

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
dot	**d-ŏ-t**	Bob	**b-ŏ-b**	nod	**n-ŏ-d**	hog	**h-ŏ-g**
rot	**r-ŏ-t**	rob	**r-ŏ-b**	hod	**h-ŏ-d**	dog	**d-ŏ-g**
tot	**t-ŏ-t**	mob	**m-ŏ-b**	sod	**s-ŏ-d**	bog	**b-ŏ-g**
not	**n-ŏ-t**	sob	**s-ŏ-b**	rod	**r-ŏ-d**	boss	**b-ŏ-s**
got	**g-ŏ-t**	on	**ŏ-n**	God	**g-ŏ-d**	moss	**m-ŏ-s**
hot	**h-ŏ-t**	Don	**d-ŏ-n**	Tom	**t-ŏ-m**	toss	**t-ŏ-s**

Pupils suggest words with the sound **ŏ**.

SONG

"Hop, Hop, Hop." First Year Music, Dann.

POEMS

Once I saw a little bird
Come hop, hop, hop:
So I cried, "Little bird,
Will you stop, stop, stop?"

Hot cross buns,
Hot cross buns,
One a penny, two a penny,
Hot cross buns.

THIRD STEP

EYE TRAINING WITH EAR TRAINING

(Teaching the Letter that Stands for the New Sound)

Write the letter *o O* in the air and on the board.

Add this new letter *o O* to the other letters on the board for review.

PERCEPTION PHONIC CARD

Show the class the letter *o O* on the perception phonic card. Call attention to the picture and to the fact that the first sound of the word *ox* is the same sound that Ann made when the bubble burst.

FOURTH STEP

WRITING

Teach the pupils to write the letter *o*.

Pupils write from dictation: tag, had, sad, bad, an, man, ran, hat, sat, at.

FIFTH STEP (A)

MAKING NEW WORDS

With the new vowel *o* and the nine consonants previously taught, the teacher and pupils work out the new words by "families." Follow the same plan suggested for working out the new words with the vowel *a* and the nine consonants.

SEAT WORK

Give the pupils some letter *o's* for the letter box.

Build with letter cards the words containing the new letter *o*. Pupils read the words they build.

PERCEPTION WORD CARDS

Add to the pack of perception word cards the following words: Don, not, got, Bob, on, dog, Tom.

GAME

Use the perception word and phonic cards in an old-time "Spelling Match." The child who stands the longest wins the game.

FIFTH STEP (B)

SENTENCES

Let the teacher write sentences on the board for the children to read. Use the letters already taught.

FIFTH STEP (C)

STUDY IN THE PRIMER

Read from the Primer the words in the first word lists containing the letter *o*.

1. Let the children place the "marker" under the first word, sound the letters in concert and pronounce the word. Move the "marker" to the next word and proceed in this way until all the words have been studied.
2. Children sound the letters and pronounce the words in turn.
3. Children sound the letters and pronounce the words not in turn.
4. Children pronounce the words without sounding the letters.

SUPPLEMENTARY WORK

STORIES

"Little Hero of Holland." Stories Children Need, C. S. Bailey.
"Simple Simon's Silken Coat." Mother Goose Village, Bigham.

POEM

"Boats Sail on the Rivers." Christina Rossetti.

SONGS

"Blowing Bubbles." Songs of the Child World, Book I, Gaynor.
"The Windmill." Songs of the Child World, Book I, Gaynor.

SONG GAME

"The Windmill." Songs and Games for Little Ones, Walker and Jenks.

OCCUPATIONS

Cut and fold sail boats. Cut and mount windmills. Cut Dutch girls and boys, wooden shoes, skates, etc.

Model row boats, wooden shoes, windmill.

Draw a rainbow.

Represent a Dutch farm on the sand-table. Show the row boats and sail boats on the canals, and the Dutch children playing by the windmills.

SEVENTEENTH DAY

Rapid review of all letters on the board.
Rapid review of all words on the board containing the sound ŏ.
Rapid review of all perception word and phonic cards.

NEW LETTER

(i I)

Present and teach the letter *i I* and its sound.

FIRST STEP

EAR TRAINING—PHONIC STORY

When Nat and Ann were tired of blowing soap bubbles they went down in the barnyard to see the young pig. Nat had a pail of milk with him. When the hungry pig saw Nat coming with the pail he ran to the fence and, poking his nose through the crack, cried, "ĭ-ĭ; ĭ-ĭ."

DRILL

Drill to distinguish between the ă sound and the ĭ sound.

Let the teacher give the following words in pairs for the pupils to pronounce, thus: *Teacher,* "ă-t." *First pupil,* "at." *Teacher,* "ĭ-t." *First pupil,* "it." *Teacher,* "k-ă-t." *Second pupil,* "cat." *Teacher,* "k-ĭ-t." *Second pupil,* "kit."

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
ă-t	at	**r-ă-p**	rap	**p-ă-n**	pan
ĭ-t	it	**r-ĭ-p**	rip	**p-ĭ-n**	pin
k-ă-t	cat	**ch-ă-p**	chap	**k-ă-n**	can
k-ĭ-t	kit	**ch-ĭ-p**	chip	**k-ĭ-n**	kin
b-ă-t	bat	**t-ă-p**	tap	**b-ă-g**	bag
b-ĭ-t	bit	**t-ĭ-p**	tip	**b-ĭ-g**	big
h-ă-t	hat	**s-ă-p**	sap	**s-ă-n̲k**	sank
h-ĭ-t	hit	**s-ĭ-p**	sip	**s-ĭ-n̲k**	sink
f-ă-t	fat	**s-ă-k**	sack	**th-ă-n̲k**	thank
f-ĭ-t	fit	**s-ĭ-k**	sick	**th-ĭ-n̲k**	think

SECOND STEP

EAR TRAINING—DRILL FOR ĭ

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
it	**ĭ-t**	rib	**r-ĭ-b**	its	**ĭ-t-s**	miss	**m-ĭ-s**
sit	**s-ĭ-t**	nib	**n-ĭ-b**	sits	**s-ĭ-t-s**	hiss	**h-ĭ-s**
hit	**h-ĭ-t**	bib	**b-ĭ-b**	hits	**h-ĭ-t-s**	rig	**r-ĭ-g**
in	**ĭ-n**	dim	**d-ĭ-m**	bid	**b-ĭ-d**	big	**b-ĭ-g**
tin	**t-ĭ-n**	him	**h-ĭ-m**	did	**d-ĭ-d**	dig	**d-ĭ-g**
sin	**s-ĭ-n**	rim	**r-ĭ-m**	hid	**h-ĭ-d**	gig	**g-ĭ-g**

Ask pupils to suggest words with the new sound ĭ.

SONGS

"Pit-a-pat." Songs of the Child World, Book I, Gaynor.
"The Pigs." Finger Plays, Poulsson.

POEMS

Jack and Jill went up the hill,
To fetch a pail of water;
Jack fell down and broke his crown,
And Jill came tumbling after.

First go to the ladies,
Nim, nim, nim.
Next go to the gentlemen,
Trim, trim, trim.

THIRD STEP

EYE TRAINING WITH EAR TRAINING

(Teaching the Letter that Stands for the New Sound)

Write the letter *i I* in the air and on the board.
Add this new letter to the other letters on the board.

PERCEPTION PHONIC CARD

Show the class the letter *i I* on the perception phonic card. Call attention to the picture and to the fact that the first sound of the word *Indian* is the same sound the hungry pig made.

FOURTH STEP

WRITING

Teach the pupils to write the letter *i*.
Pupils write from dictation the following words: not, got, on, dog.
Review writing other words.

FIFTH STEP (A)

MAKING NEW WORDS

With the new vowel *i* and the nine consonants previously taught, the teacher and pupils work out the new words by "families." Follow the same plan suggested for working out the new words with the vowels *a* and *o* and the nine consonants.

SEAT WORK

Give the pupils some letter *i's*.
Build with letter cards the new words containing the letter *i*. Pupils read the words they build.

PERCEPTION WORD CARDS

Add to the pack of perception word cards the following words: it, hit, bit, hits, sits, in, tin, him, big, did, It.

GAME—PLAYING POSTMASTER

Place the perception word cards along the chalk tray. Select for the postmaster a boy who knows all the words. He stands at the board. A child comes up and asks, "Is there any mail for me?" The postmaster asks, "What is your name?" The child calls some word on the card for his name. If he recognizes the word *ran* he says: "My name is *ran*." The postmaster hands him the word *ran* and says, "Yes, here is a letter for you."

When all cards have been claimed, call on each child to read his letter by pronouncing the word on his card.

Play the same game with the perception phonic cards.

FIFTH STEP (B)

SENTENCES

Let the teacher write sentences on the board for the children to read. Use the letters already taught.

FIFTH STEP (C)

STUDY IN THE PRIMER

Read from the Primer the words in the first word lists containing the letter *i*.

1. Children place the "marker" under the first word, sound the letters in concert and pronounce the word. Move the "marker" to the next word and proceed in this way until all the words have been studied.
2. Children sound the letters and pronounce the words in turn.
3. Children sound the letters and pronounce the words not in turn.
4. Children pronounce the words without sounding the letters.

SUPPLEMENTARY WORK

STORY

"Jack and Jill's Birthday Party." Mother Goose Village, Bigham.

DRAMATIZATION

Dramatize "Jack and Jill."

SONG

"Ten Little Indian Boys." First Year Music, Dann.

CONVERSATION

Indian Life.

OCCUPATIONS

Cut Indians, wigwams, canoes, bows, arrows.
Draw wigwams, canoes.
Model canoes.
Represent Indian life on the sand-table.

EIGHTEENTH DAY

Rapid review of the perception phonic cards.

Review the following perception word cards: Tag, tag, Nat, Sam, at, ran, him, did, hit, not. (These words compose the first lesson, "Tag.")

These words will now form the pack of perception word cards for review.

As each new reading lesson is taught, add the new words in the lesson to the pack of perception word cards for daily review.

Drill to distinguish between the ă sound and the ĕ sound.

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
m-ă-n	man	h-ă-m	ham	b-ă-k	back
m-ĕ-n	men	h-ĕ-m	hem	b-ĕ-k	beck
p-ă-n	pan	j-ă-m	jam	l-ă-s	lass
p-ĕ-n	pen	j-ĕ-m	gem	l-ĕ-s	less
d-ă-n	Dan	h-ă-d	had	m-ă-s	mass
d-ĕ-n	den	h-ĕ-d	head	m-ĕ-s	mess
t-ă-n	tan	s-ă-d	sad	g-ă-s	gas
t-ĕ-n	ten	s-ĕ-d	said	g-ĕ-s	guess
th-ă-n	than	l-ă-d	lad	b-ă-nd	band
th-ĕ-n	then	l-ĕ-d	led	b-ĕ-nd	bend
m-ă-t	mat	sh-ă-d	shad	l-ă-nd	land
m-ĕ-t	met	sh-ĕ-d	shed	l-ĕ-nd	lend
p-ă-t	pat	ă-d	add	s-ă-nd	sand
p-ĕ-t	pet	ĕ-d	Ed	s-ĕ-nd	send
b-ă-t	bat	b-ă-g	bag	ă-nd	and
b-ĕ-t	bet	b-ĕ-g	beg	ĕ-nd	end

FIRST READING LESSON

TAG

PREPARATION

The first reading lesson is about two boys playing tag. Therefore, get the children to playing tag at recess. When they come to class, have them tell you about their game of tag. In regard to their own game just played, ask them if they tagged any one; get them to tell you about it. Find out if any child tagged some one, and was not tagged back. If so, why did not the other child tag him. The child will probably say, "I ran too fast," or, "He couldn't catch me." To allow children to tell of things they have done is a good exercise in language; and this sort of questions about their game of tag prepares them for the first reading lesson.

The teacher, by questions about the picture, directs attention to points in the story which the children will presently read. Some of these questions the children may know the answers to; others they will guess at. The teacher, however, is not to tell the answer to any. The purpose of these questions is to arouse thought and to stimulate the imagination.

STUDY OF THE PICTURE

Teacher—"How many persons do you see in the picture?"

Pupil—"Two."

Teacher—"Who are they?"

Pupil—"Two boys."

Teacher—"What are they doing?"

Pupil—"Playing tag."

Teacher—"Do you know who these boys are."

Pupil—"Nat and Sam."

Teacher—"Which boy has just tagged the other?"

(The answer is that Nat has just tagged Sam; we know because Nat is running away from Sam.)

Teacher—"I wonder if Sam tagged Nat."

(The children do not know.)

Teacher—"Let's play and find out."

DRAMATIZATION

Characters—Two boys, Nat and Sam.

Quick, active boy for Nat. Slow, stout boy for Sam.

ACT I

Sam about three feet in advance of Nat.

At a given signal from the teacher, the boys run. Nat catches Sam, hits him on the shoulder, and says: "Tag, tag. Tag, Sam, tag."

ACT II

Nat about three feet in advance of Sam.

At a given signal from the teacher, the boys run. Nat runs faster than Sam. Sam does not hit Nat, and therefore can not tag him. Nat wins the game.

READING LESSON DEVELOPED FROM THE GAME

The teacher asks the following questions and the pupils' answers are written on the board. These sentences are the same as the sentences found in the first reading lesson in the Primer.

Teacher—"What were those boys playing?"

Pupils—"Tag."

Teacher—"What was the first thing Nat said in the game?"

Pupils—"Tag, tag."

Teacher—"What was the first thing Nat *did?"*

Pupils—"Nat ran at Sam."

Teacher—"What did Nat *do* when he caught up with Sam?"

Pupils—"Nat hit him."

Teacher—"What was the second thing Nat *said* when he hit Sam?"

Pupils—"Tag, Sam, tag."

Teacher—"Did Sam hit Nat?"

Pupils—"Sam did not hit Nat."

Teacher—"Why didn't Sam hit Nat?"
Pupils—"Nat ran."
Teacher—"Did Sam tag him?"
Pupils—"Sam did not tag him."
Teacher—"What was the second thing Nat *said* when he hit Sam?"
Pupils—"Tag, Sam, tag."

READING THE BOARD LESSON

The teacher places the pointer under the first sentence and the pupils study the sentence silently. When sufficient time has been given for each child to read the sentence silently, the teacher calls on some child to read the sentence orally. If the child fails to read with expression, the teacher repeats the question asked when the lesson was developed.

The teacher moves the pointer to the next sentence and proceeds in the same way.

After all the sentences have been read, one child is called on to read the whole lesson. If the class is not tired, more than one child may read the whole lesson.

SEAT WORK

Build with letter cards the words in the lesson "Tag": Nat, Sam, at, ran, him, did, hit, not, tag, Tag.

WRITING

Write the words in the lesson "Tag" from dictation.

STUDY IN THE PRIMER

Read from the Primer the first word lists.

1. Let the children pronounce the words in turn.
2. Let the children pronounce the words not in turn.
3. The teacher calls on one child to pronounce the words in the first column, another to pronounce the words in second column, another for the third, and another for the fourth.

SUPPLEMENTARY WORK

STORY

"The Silly Little Brook." Stories Children Need, C. S. Bailey.

POEM

"The Runaway Brook." Three Years With Poets, Eliza Follen.

SONG

"The River." Songs of the Child World, Book I, Gaynor.

OCCUPATIONS

Cut sun, robin, mountain, leaves and brook.
Draw leaves, brooks, mountain, etc.
Model robin.

NATURE STUDY

Water.

NINETEENTH DAY

Rapid review of the perception phonic cards.

Review the perception word cards studied in the lesson "Tag."

Review, and add to the perception word cards, the following new words: Don, got, had, hat, it, bit, hits, big, Nat's.

Review the drill to distinguish between the ă sound and the ĕ sound.

FIRST READING LESSON—FIFTH STEP (D)

TAG

RECITATION

I

The pupils place the "marker" under the sentence and study the sentence silently. When time has been allowed for each child to read the sentence silently, the teacher calls on some child to read the sentence orally. If the child fails to read with expression, the teacher repeats the question asked when the lesson was developed.

When the sentence has been read with expression, the pupils move the "marker" to the next sentence and study. Proceed in this way until each sentence has been read.

II

One child is called on to read the whole story, with proper expression.

If the class is not tired, more than one child may read the whole story. In this reading, the child should not be interrupted; therefore, the best reader should be called on first.

QUESTIONS

(After Reading the Story)

Ask questions again, such as:

Teacher—"Which boy tagged the other?"
Pupil—"Nat tagged Sam."
Teacher—"What did Nat say when he hit Sam?"
Pupil—"Tag, Sam, tag."
Teacher—"Did Sam tag Nat?"
Pupil—"No."
Teacher—"Why not?"
Pupil—"Nat ran too fast." Or, "Sam could not catch him," etc.
Teacher—"Now, who will tell me the whole story?"

TAG

Tag. Tag.
Nat ran at Sam.
Nat hit him.
Tag, Sam, tag.

Sam did not hit Nat.
Nat ran.
Sam did not tag him.
Tag, Sam, tag.

ORAL REPRODUCTION

Let some child tell the story in his own words, something like this: "Nat and Sam were playing tag. Nat hit Sam. He said, 'Tag, Sam, tag.' Sam didn't tag Nat, because Nat ran too fast. Sam couldn't catch him."

REVIEWS

Next day this story is read in review; and for two or three days following. In review let different pupils read, each one sentence at the time, but each sentence must be read with expression before the next child is called on. See to it that each child has a different sentence from what he had in the previous day's reading. Let some child read the whole story without interruption; this should be done by one that did not do this on the first reading.

The purpose of these instructions is for the slower children to benefit by the work of the quicker children. Therefore, let the quicker children be the first to read the entire story; but the slower children must not be neglected; they must be given a chance, too, and encouraged to read with confidence. They will do this more readily after hearing the other children read the story two or three times, and thus becoming familiar with it.

Also let the pupils review the first word lists. By this time they should be able to pronounce all the words in these lists without sounding the letters.

However, if there are pupils who can not pronounce the words do not let them guess at the words, but sound the letters and pronounce the words.

SEAT WORK

Build the lesson "Tag" with the seat work word cards.

Build the new words in the lesson "Don" with the seat work letter cards: Don, got, had, hat, Nat's, hits, big, bit, it.

WRITING

Write from dictation the new words in the lesson, "Don."

BOARD READING LESSON

Let the teacher write sentences on the board for the children to read.

NOTE—Encourage the children to read the stories at home to father and mother, and others; the oftener they read the stories, the better for the pupils, provided they are not forced to read after they become tired. Ask the children to tell you to whom they have read the story, showing particular pleasure if it has been read to some visitor at home, grandmother, aunt, or friend of the family, etc. Such questions and approbation will stimulate children to read out of school.

SUPPLEMENTARY WORK

STORIES

"Cinderella," Fairy Tales and Fables, Baldwin; Story Book, Jane L. Hoxie; Howell Second Reader.

"The Elves and the Shoemaker," Heart of Oak, III, Norton; New Howell First Reader.

DRAMATIZATION

Dramatize "The Elves and the Shoemaker."

SONGS

"The Little Shoemaker." Songs of the Child World, Book I, Gaynor.

"The Cobbler." First Year Music, Dann.

OCCUPATIONS

Free-hand cutting of things mentioned in the story of "The Shoemaker and the Elves."

TWENTIETH DAY

Rapid review of all perception phonic cards.

Review the following word cards: Tag, tag, ran, at, Sam, Nat, hit, him, did, not, Don, had, Nat's, big, hat, bit, got, it, hits.

EAR TRAINING

Drill to distinguish between the ĭ sound and the ĕ sound:

TEACHER	PUPILS	TEACHER	PUPILS	TEACHER	PUPILS
p-ĭ-n	pin	b-ĭ-t	bit	w-ĭ-l	will
p-ĕ-n	pen	b-ĕ-t	bet	w-ĕ-l	well
t-ĭ-n	tin	p-ĭ-t	pit	b-ĭ-l	bill
t-ĕ-n	ten	p-ĕ-t	pet	b-ĕ-l	bell
d-ĭ-n	din	s-ĭ-t	sit	f-ĭ-l	fill
d-ĕ-n	den	s-ĕ-t	set	f-ĕ-l	fell
m-ĭ-n	Min	n-ĭ-t	knit	s-ĭ-l	sill
m-ĕ-n	men	n-ĕ-t	net	s-ĕ-l	sell
b-ĭ-n	bin	m-ĭ-t	mitt	sp-ĭ-l	spill
b-ĕ-n	Ben	m-ĕ-t	met	sp-ĕ-l	spell
p-ĭ-g	pig	l-ĭ-t	lit	t-ĭ-l	till
p-ĕ-g	peg	l-ĕ-t	let	t-ĕ-l	tell
b-ĭ-g	big	b-ĭ-d	bid	n-ĭ-k	nick
b-ĕ-g	beg	b-ĕ-d	bed	n-ĕ-k	neck

SECOND READING LESSON

DON

PREPARATION

The second reading lesson is about the same two boys as were in the first lesson, playing tag with a dog named Don. Prepare for this lesson before they get to it, by asking the children if they have ever played tag with a dog. If any child has done so, let him tell about it. If no child has done this, ask the class how a child could play tag with a dog. Let any children that wish to do so give suggestions. In case no child describes such a game as the two boys are playing, the teacher should tell how some boys play tag with a dog by hitting the dog with their hats. In this game the dog does not tag the boys; he tries to get their hats away from them.

In similar manner prepare in advance for every reading lesson.

STUDY OF THE PICTURE

Ask similar questions to those in the previous lesson. Bring out the fact that here are the same two boys; identify them by the sailor suit and cap (Sam), and the belt and the hat (Nat).

Call attention to the dog. "Do you know his name?"

Teacher—"What kind of dog is Don?"

The answers will vary according to each child's knowledge and opinion of dogs: a big dog, a little dog, a good dog, a bad dog. Some child may even try to give Don's breed, but the teacher should not raise this question. Do not, however, allow the children to call him a terrier, fice, hound, poodle, or any other breed that Don manifestly is not.

Settle the question whether Don is a big dog or a little dog by having the children compare the size of the dog and of the boys.

Teacher—"Is Don as big as the boys?"

Having settled Don's size, take up the question whether he is a good dog or a bad dog. Ask some child who has told of a dog like Don, whether that dog is good or bad. Ask about Don in the picture: what is he doing? Some timid children may think he is trying to bite Nat; others may recognize the fact that he is playing with the boys, particularly if the teacher previously has talked to the class about playing tag with a dog. Ask the child who thinks Don is trying to bite Nat, if Nat looks frightened; is he running away from the dog? What is Sam doing? Why is Nat holding his hat so high? What is Don trying to do? Look at Nat's hat. What has happened to it? Call attention to the piece gone from the rim; but do not tell that the dog bit it out.

DRAMATIZATION

Characters—Two boys and a dog. Nat, Sam, Don.

A quick, active boy for Nat. A slow, stout boy for Sam. A small boy for Don.

ACT I

Nat and Sam playing tag with the dog. Don gets Nat's hat and runs off with it. Nat runs after Don, takes the hat from him and finds a hole in it.

ACT II

Don tries to get the hat again, but Nat holds it too high for him to reach. While Don is trying to get the hat, Sam runs up behind Don, hits him with his cap and says: "Tag, Don, tag."

READING LESSON DEVELOPED FROM THE GAME

The teacher asks the following questions, and the pupils' answers are written on the board. These sentences are the same as the sentences found in the second reading lesson in the Primer.

Teacher—"What is the name of the dog in the game?"

Pupils—"Don."

Teacher—"What did Sam *say* when he hit Don with his cap?"
Pupils—"Tag, Don, tag."
Teacher—"What does Sam do when he tags Don?"
Pupils—"Sam hits Don."
Teacher—"What was it that Don had when Nat ran after him?"
Pupils—"Don had Nat's big hat."
Teacher—"What did Don do when Nat tried to get his hat?"
Pupils—"Don ran."
Teacher—"What did Nat do?"
Pupils—"Nat ran at Don."
Teacher—"What did Don do to Nat's hat?"
Pupils—"Don bit Nat's hat."
Teacher—"Did Nat get it away from Don?"
Pupils—"Nat got it."
Teacher—"What does Sam do when Don tries to get Nat's hat again?"
Pupils—"Sam hits Don."

READING THE BOARD LESSON

The teacher places the pointer underneath the sentence and requires the pupils to study the sentence silently. When sufficient time has been given for each child to read the sentence silently, the teacher calls on some child to read the sentence orally. If the child fails to read with expression, the teacher repeats the question asked when the lesson was developed.

The teacher moves the pointer to the next sentence and proceeds in the same way.

After all the sentences have been read, one child is called on to read the whole lesson. If the class is not tired, more than one child may read the whole lesson.

SEAT WORK

Build with letter cards the new words in the lesson "Don": Don, hits, had, hat, Nat's, big, bit, got, it.

WRITING

Write from dictation the new words in the lesson "Don."

REVIEWS

Read the lesson "Tag." Read the words in the first word lists.

BUILDING SENTENCES

Place the perception word cards along the chalk tray (Tag, tag, Nat, Sam, at, ran, hit, him, did, not, Don, hits, had, hat, bit, Nat's, got, it, big).

The teacher calls on a child to find the word *Tag* and pass to the other side of the room. Another child finds *Don* and takes his place to the left of the first child. Another child finds the word *tag* and takes his place to the left of the second child. These words held in front of the children will form the first sentence in the lesson "Don." Build as many sentences as time permits Let the pupils read the sentences.

SUPPLEMENTARY WORK

STORY

"The Pied Piper." How to Tell Stories, S. C. Bryant.

POEM

When I was a little boy
I lived by myself;
And all the bread and cheese I got
I put upon the shelf.

The rats and the mice
They made such a strife,
I had to go to London town
To buy me a wife.

The streets were so broad,
And the lanes were so narrow,
I had to bring my wife home
In a wheelbarrow.

The wheelbarrow broke,
And my wife had a fall,
Down came wheelbarrow,
Wife and all.

SONG

"The Mice." Finger Plays, Poulsson.

FINGER PLAYS

"The Little Mice Are Creeping." Songs and Games for Little Ones, Walker and Jenks.

OCCUPATIONS

Cut little rats, big rats, children, Pied Piper, horn, mountain, river. Mount on card to represent story.

Model rats.

DRAMATIZATION

Dramatize Pied Piper.

CONVERSATION

Truth and honesty.

TWENTY-FIRST DAY

Rapid review of the perception phonic cards.
Review the perception word cards.
Drill to distinguish between the ĭ sound and the ĕ sound.

SECOND READING LESSON—FIFTH STEP (D)

DON

RECITATION

I

The pupils place the "marker" underneath the sentence, and all study the sentence silently. When sufficient time has been given for each child to study the sentence silently, the teacher calls on some child to read the sentence orally. If the child fails to read with expression, the teacher repeats the question asked when the lesson was developed.

When the sentence has been read with expression, the pupils move the "marker" to the next sentence and study. Proceed in this way until each sentence has been read.

II

One child is called on to read the whole story, with proper expression. If the class is not tired, more than one child may read the whole story. In this reading the child should not be interrupted; therefore, the best reader should be called on first.

QUESTIONS

(After Reading the Story)

Teacher—"Now, can you tell me what the boys are doing?"
Pupil—"Playing tag with Don."
Teacher—"Which boy is tagging Don in the picture?"
Pupil—"Sam."
Teacher—"What is he hitting the dog with?"
Pupil—"With his cap."
Teacher—"What is Don doing?"
Pupil—"Trying to get Nat's hat."
Teacher—"Do you know now how Nat's hat was torn?"
Pupil—"Don bit it."
Teacher—"How did Don happen to get Nat's hat?"
Pupil—"Nat was playing tag with him, and Don caught his hat in his mouth."
Teacher—"What did Don do when he got Nat's hat?"
Pupil—"He ran away."
Teacher—"What did Nat do then?"
Pupil—"He ran after Don and got his hat back."

DON

Tag, Don, tag.
Sam hits Don.
Don had Nat's big hat.
Don ran.

Nat ran at Don.
Don bit Nat's hat.
Nat got it.
Sam hits Don.

ORAL REPRODUCTION

Then let one or more children tell the whole story in his own words, something like this: "Nat and Sam were playing tag with Don. Don got Nat's hat and ran off with it. Nat ran after Don and got his hat away from him. Don bit a piece out of Nat's hat. Don is trying to get Nat's hat again. But Nat holds it up high. Sam is behind Don. He hits Don with his cap, and says, 'Tag, Don, tag.'"

SEAT WORK

Build the lesson "Don" with the seat work word cards.

WRITING

Write from dictation the following words: hit, him, did, hits, big, bit, it, not, got.

REVIEWS

Review reading the lesson "Tag."
Review the words in the first word list.

GAME

Building sentences with the word cards. (See page 76.)

BOARD READING LESSON

Let the teacher write sentences on the board for the childrn to read.

SUPPLEMENTARY WORK

STORIES

"Dog in the Manger." Æsop's Fables.
"The Open Gate." Mother Stories, Maud Lindsay.
"Hans and His Dog." More Mother Stories, Lindsay.

POEM

"Doggie's Tricks." Mary Mapes Dodge, Rhymes and Jingles.

DRAMATIZATION

Dramatize "Dog in the Manger."

CONVERSATION

Selfishness.

OCCUPATIONS

Cut characters in the lesson: Nat, Sam, Don, cap, hat.
Arrange to represent lesson picture.
Model dog, hat, cap.

TWENTY-SECOND DAY

Rapid review of the perception phonic cards.

Review the perception word cards.

Add to the pack of perception word cards the new words in the lesson, "Ann's Rabbit": Ann's, rabbit, Bob, Dot, is, has, tin, It, as, dog, His.

ANN'S RABBIT

PREPARING THE WORD LIST

EAR TRAINING

Let the teacher sound for the pupils to pronounce all the words ending in *s*. In each case give *s* the **z** sound.

Pronounce these same words to the pupils for them to sound.

Tell the pupils that at the end of words *s* often has the sound of **z**. (Do not use the name of the letter *z:* only give that sound.)

The use of *a,* as article;
the **z** sound of *s,* as in *tags.*

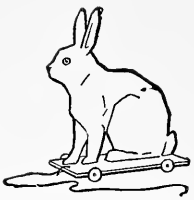
The name of this article is **ā** and the children should be so taught. But when we speak in sentences, this word does not receive its full sound; it is commonly shortened, unless we wish to emphasize it. In order to secure a natural pronunciation of this article, it is joined always in this word list to some noun: teach the children to pronounce the article and the noun together in a natural way; and to read naturally the phrases, "a tin rabbit," "a bad dog," etc.

Final *s* in all these words has the sound of **z**; and the children should be so taught. As a matter of fact, however, no harm will be done if children in sounding these words give the **s** sound. They will nevertheless pronounce correctly the words as wholes, because of the difficulty in pronouncing the **s** sound in such words as *tags, rags,* etc. Therefore, the teacher need not waste time correcting the **s** sound here when the children sound the words, provided they pronounce the word correctly.

BOARD LESSON

Let the teacher write these words and phrases on the board for the pupils to read.

1. The pupils sound the letters in concert and pronounce the words ending in *s*.
2. Pupils pronounce the words in turn. If they hesitate, let them sound the letters in the word.
3. One pupil may pronounce all the words.
4. Pupils read the phrases in turn.
5. One pupil may read all the phrases.



Ann a tin rabbit Dot

a as article *s = z*

a bag	bags	as
a rag	rags	has
a tag	tags	is
a ram	rams	his
a ham	hams	Ann's
a hog	hogs	Sam's

a big dog
a bad dog
a rabbit
a big rabbit
a tin rabbit

SEAT WORK

Build with letter cards the new words in the lesson: Ann's, rabbit, Bob, Dot, is, has, tin, it, as, dog, His.

Pupils read these words.

WRITING

Write from dictation the following words: His, is, as, has.

NOTE—Children should not be put to writing on paper too soon. Their muscles should be first trained, by writing in the air and on the board, to make the correct forms and in the correct manner (that is, beginning at the right place and moving in the right direction). Some children can begin writing on paper sooner than others; and some teachers following this manual may have already put their pupils to writing on paper. We would only caution teachers not to do this until the children can make fairly correct forms, and with the correct movement. But from now on, writing on paper may form a part of the daily program. (See the chapter on Writing in this manual.)

STUDY IN THE PRIMER

1. Pupils place the "marker" under the words, sound the letters in concert and pronounce the words.

2. Pupils place the "marker" under the words and pronounce the words in turn.

3. Pupils place the "marker" under the phrases and study them silently. The teacher calls on some child to read the phrase orally.

4. One child is called on to read all the words.

5. One child is called on to read all the phrases.

REVIEWS

Read the lessons "Tag" and "Don" in review.

Read the first word lists.

GAME—A PARTY

Write the new words in the lesson "Ann's Rabbit" on the board.

Play that these words are strangers attending a party. Let some child introduce the strangers by pointing to the words and pronouncing them.

BUILDING PHRASES

Build the phrases in the above lesson according to directions for building sentences on page 76.

BOARD READING LESSON

Let the teacher write sentences on the board for the children to read.

SUPPLEMENTARY WORK

STORIES

"The Wind's Work." Mother Stories, Lindsay.
"How the Wind Fixed Matters." Half Hundred Stories, Brown.
"How the Pigs See the Wind." Firelight Stories, Bailey.
"The Wind and the Sun." Stories to Tell Children, Bryant.

SONG

"The Wind." Songs of the Child World, Book I, Gaynor.

POEM—"THE WIND"

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid;
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

—*R. L. Stevenson.*

NATURE STUDY

Wind.

OCCUPATIONS

Cut kites. Draw kites.

TWENTY-THIRD DAY

Review the perception phonic cards.
Review the perception word cards.
Review some of the difficult ear training drills.

THIRD READING LESSON

ANN'S RABBIT

PREPARATION—STUDY OF THE PICTURE

Ask similar questions to those in the first story.

Teacher—"How many persons in this picture?"
Pupil—"Three; two girls and a boy."

(The teacher will probably have to ask more than one question to get this answer. Remember that these questions are merely suggestive, to show the points that ought to be brought out in the study of the pictures.)

Teacher—"Do you know the names of these girls?"

(Refer to their pictures; note that Ann's hair is longer than Dot's.)

Teacher—"What is each girl doing?"
Teacher—"What sort of rabbit has Dot?"
Pupil—"A toy rabbit."
Teacher—"Yes. Who can tell what kind of rabbit that is?"

Ask the class if any of them has a tin rabbit or some other toy made of tin. Let them tell about it; is it on wheels? etc.

Ask about the boy in the picture. What is he doing? (This question is to get its final answer when the class reads the story. Some child may guess it from the picture; but the question is to remain undecided until the answer is read in the story.)

Ask about the dog; it looks like Don. "Do you children think it is Don or not?" Let them compare this picture with the other pictures of Don. Let this question remain undecided until they read the answer in the story.

Ask about the comparative sizes of the tin rabbit, the live rabbit, and the dog. Would you call the live rabbit a big rabbit or a little rabbit? (He's a big rabbit.) Is he as big as the dog? (No, the rabbit is not as big as the dog.) Which child does the big rabbit belong to? (The children will probably guess Ann, because she is holding the rabbit. Let the book answer the question.)

Ask, "What is the story about?" Let the children tell.

DRAMATIZATION

Characters—Two girls, a boy, dog, big rabbit, and a tin rabbit.
A large girl for Ann. A small girl for Dot.
A large boy for Nat, and a small boy for Don.
The smallest child in the room for Bob.
Let a pupil bring a toy rabbit.

SCENE

A corner of the room for the yard. Let the children select the characters. and suggest the pose for the lesson picture.

THIRD READING LESSON—FIFTH STEP (D)

ANN'S RABBIT

RECITATION

I

The pupils place the "marker" underneath the sentence, and all study the sentence silently. When sufficient time has been given for each child to read the sentence silently, the teacher calls on some child to read the sentence orally. If the child fails to read with expression, the teacher repeats the question asked when the lesson was developed.

When the sentence has been read with expression, the pupils move the "marker" to the next sentence and study. Proceed in this way until each sentence has been read.

II

One child is called on to read the whole story, with proper expression. If the class is not tired, more than one child may read the whole story. In this reading the child should not be interrupted; therefore, the best reader should be called on first.

QUESTIONS

(After Reading the Story)

Repeat some of the questions asked before it was read; the children should know the answers now.

Why is Ann holding her rabbit? What is the rabbit's name? (Let the children tell of any pet rabbits they may know, and their names.)

Who is the boy in the picture? What is he doing? Why?

ANN'S RABBIT

Bob is Ann's rabbit.
Bob is a big rabbit.
Dot has a tin rabbit.
It is not as big as Bob.

Don is Nat's dog.
His dog ran at Bob.
Bob ran, ran, ran.
Ann got Bob.
Nat hit Don.

ORAL REPRODUCTION

Let some child tell the whole story in his own words.

SEAT WORK

Build the lesson, "Ann's Rabbit," with the seat work word cards.

WRITING

Write the words from dictation: is, his, His, as, has.

REVIEWS

Read the lessons "Tag" and "Don."

GAME—THE HUNT

Place the perception word cards in the chalk tray.

Play the words are rabbits. A child is given the pointer for a gun. The game is to see how many rabbits he can shoot by pronouncing the words on the cards.

BOARD READING LESSON

Let the teacher write sentences on the board for the children to read.

SUPPLEMENTARY WORK

STORIES

"How Brother Rabbit Fooled the Whale and Elephant." Stories to Tell Children, Bryant.

"Little Girl With Light." Mother Stories, Lindsay.

"Tar Baby." Howell Second Reader.

SONG

"Bunny Rabbit." Songs and Games for Little Ones, Walker and Jenks.

GAMES

"Guessing Game." Songs of the Child World, Gaynor.

"Hare in the Hollow." Songs and Games for Little Ones, Walker and Jenks.

NATURE STUDY

Rabbits.

OCCUPATIONS

Cut rabbits, fox, tar baby.

NOTE TO THE TEACHERS

About this time a class naturally divides itself.

Form an "A Section" of the quick, bright pupils.

Form a "B Section" of the slower pupils.

Let the A Section go ahead with the work.

Turn the B Section back and review carefully from the first.

It may be necessary to review some of the Word Games in the manual if the pupils do not analyze words readily.

Emphasize the individual work in the second step in ear training, and review the drill for Long Vowels until the pupils can give two separate sounds in the words. Then stress the drills for **ă-t**, **ă-n**, and **ă-m**.

Review the twelve perception phonic cards, with the picture covered, all the class paying attention as each child gives the sounds. Let the pupils in the B Section pay attention to all review work given the A Section, and to all preparation of word lists and reading lessons. In this way some of the slow pupils will soon master the first steps and catch up with the A Section.

When the A Section reaches the lesson, "Beck's Kid," give a general review again. Let the B Section take this review; and many of the pupils in that section will be able to go ahead with the A Section.

THE WORD LISTS AND HOW TO USE THEM

ELEMENTS

Every word list is a drill in some new spelling element or in some new blend. A new spelling element is not necessarily a new phonic element. For example, the letter *c,* introduced on page 22, is a new spelling element, and it also represents a new phonic element; for this is the first time that the **k** sound is used in the book. But the letter *k,* introduced on page 34, though a new spelling element, represents the same sound as the *c* already taught; and it, therefore, does not introduce a new phonic element.

BLENDS

A blend is a combination of two consonant sounds, as *nd* in *pond, fond,* etc. Such words in the Howell Primer contain no new phonic elements and no new letters, and can be pronounced by the children themselves without help; such lists are given only for the sake of drill.

HOW THE WORDS SHOULD BE SOUNDED

The question has often been asked: Should the children in reading the word lists utter separately each sound in a word of three letters, or should they separate only the first sound? For example, in reading the first line, page 12, should the child say **b-ă-t,** *bat;* **r-ă-t,** *rat,* etc., or should he say **b-ăt,** *bat;* **r-ăt,** *rat,* etc.? The answer is: It makes no great difference; except that at first, when the child is learning the sounds of the letters, it is best for him to give the sound of each separately. But when the child discovers for himself that *at* stands for **ăt,** and he wishes to sound **b-ăt,** *bat,* etc., let him do so.

Right here is an easy place for a conscientious teacher to become a slave to a good method; in which case, of course, the method becomes bad. Remember that the purpose of these word lists is for the children to read words; the phonic drills and the sounding of separate elements is to give children this power; the drills and the sounding are not ends in themselves. *Let the children read the words in the quickest way they can; and if they can call a word at sight, without sounding the elements, by all means let them do so: this is the end we are aiming at.* Nevertheless, we have seen teachers make children sound each letter in a word *after* they have correctly pronounced the word. This is one way of wasting time and of holding children back. The best method to begin with is not necessarily the best method to continue with indefinitely.

The aim, then, of the teacher is to enable the child to call words at sight; but remember, also, that this is the end and not the beginning of his word lists. And whenever a child calls a word wrong, no matter how far advanced he is, make him sound each element, and thus correct his own mistake.

HOW TO USE THE PICTURES WITH THE WORD LISTS

The small pictures on the pages with the word lists are primarily to help the child associate a letter (or a combination of letters) with a certain sound.

Thus, the pictures, on page 12, of a bat, a rat, a hat, with these words under them, are to help the child remember the short sound of *a*.

KEY-WORDS

Always have the children read the words under the small pictures; each one contains a new element or a new blend; call attention to this. These words under the small pictures are key-words; they help the child to read the word lists. If he is taught, "*ng,* ng, as in *ring*"; "*sh,* sh, as in *sheep*"; "*ee,* ē, as in *sheep,*" etc., it will help the child to remember these combinations.

Some of these small pictures children may draw on paper for seat work, after they have learned how to use a pencil.

THE PURPOSE OF THE WORD LISTS

The purpose of the word lists is to furnish drill in the calling of words, for practice in the use of the reading elements: that is all. Do not try to make language exercises of them; the reading lessons afford abundant material for language training. The word lists, however, extend an irresistible invitation to some teachers to waste time. We have seen teachers pause after every word and make the child try to define it or to use it in a sentence. But we insist that the word lists are not the place for this kind of exercise; these lists should be read as quickly as possible. Most of the words in the Howell Primer are familiar to every child. When you come to a word in the lists that you think your pupils may not know, you may ask them, if you think any one can tell you its meaning. But even then, do not let the children puzzle over it and guess: tell them at once what the word means, and go on to the next word.

HOW TO TEACH THE WORD LISTS

PREPARATION

FIRST STEP

EAR TRAINING ONLY

The teacher gives separately the sound in the words in the list, and the pupils pronounce the words.

Example: *Teacher,* "**B-ĕ-n**"; *Pupils,* "Ben."

SECOND STEP

EAR TRAINING ONLY

The teacher pronounces the words in the list, and the pupils give the separate sounds.

Example: *Teacher,* "Ben"; *Pupils,* "**B-ĕ-n.**"

NOTE—All this must be done with books closed and pupils answering in concert. Make the lesson snappy and attractive.

The purpose of these drills is to bring the new element prominently into the child's mind.

THIRD STEP

EYE TRAINING WITH EAR TRAINING

1. The teacher writes the letter that stands for the new sound on the board.
2. Show the class the new letter on the perception phonic card, calling attention to the picture.
3. Pupils read the letter in the Primer:

(a) Read the letter in the oblong to the right of the picture.
(b) Read the letter in the key-words.
(c) Read the letter in the words in the word list.
(d) Give the pupils the new letter on the seat work letter cards.

NOTE—Bear in mind that "reading a letter" in this manual means calling the sound and not the name.

FOURTH STEP

MUSCULAR TRAINING WITH EAR AND EYE TRAINING

Teach the pupils to write the letter, or letters, that stand for the sound taught.

FIFTH STEP (C)

EYE TRAINING WITH EAR TRAINING

(Studying the Words in the Word List)

Let the children place the "marker" under the first word, sound the letters in concert and pronounce the word. Proceed in the same way until all the words have been studied.

WORD LISTS IMPORTANT

Do not neglect the word lists; by these drills the pupil lays a foundation for independent reading. These give him power to read not only all the words in the Howell Primer but hundreds of other words.

RECITING THE WORD LISTS

1. The pupils place the "marker" under the words and pronounce the words in turn.

2. Teacher calls on the pupils to pronounce the words, not in turn.

3. Teacher calls on one child to pronounce the words in the first column, another child to pronounce the words in the second column, and another for the third, and another for the fourth column.

4. Teacher may call on one child to pronounce all the words in the list.

NOTE—If the child hesitates or guesses, let him sound the letters in the word. Do not tell him the word, but let him work it out for himself. To recapitulate: At first, make the child sound every element in the words in the word lists before trying to pronounce the words as wholes; but work gradually to his acquiring power to pronounce the words *at sight,* without first sounding the elements separately.

HOW TO TEACH THE READING LESSONS

PREPARATION

STUDY OF THE LESSON PICTURE

Some child that volunteers (or more than one) tells the story suggested to him by the picture.

The teacher, by questions about the picture, directs attention to points in the story which the children will read. Some of these questions the children may know the answers to; others they will guess at. The teacher, however, is not to tell the answer to any, but let the children find out for themselves by reading the story. The purpose of these questions is to arouse thought, and to stimulate the imagination.

The teacher may suggest the interpretation of the picture through questions something like the following:

1. Who are the characters in this picture?
2. What are the names of the characters? (If they are given.)
3. What are these characters doing?
4. What are they saying?
5. Observe the characteristics of any objects in the picture.

DRAMATIZATION OF THE PICTURE

Work out as suggested in Lessons I, II and III.

STUDYING NEW WORDS IN THE LESSON

1. The teacher writes the new words in the reading lesson on the board.
2. Show the class the new words on the perception word cards.
3. Match the words on the perception word cards with the words on the board, in the word list, and in the reading lesson.
4. Teacher writes the phrases in the reading lesson on the board.
5. The pupils read the phrases on the board, and match them with the phrases in the reading lesson.
6. Pupils build the new words in the reading lesson with letter cards.
7. Pupils write the new words in the reading lesson.

RECITING THE READING LESSON

I

The children read the story (including the title).

The pupils place the "marker" under the first sentence and study it silently. The teacher should allow sufficient time for all the children to study the sentence silently, and then call on one child to read it orally. The child looks up

from the book and reads the sentence with expression. If he does not read it with the proper expression, ask him to *tell* you what it said; or ask some other pertinent question that will make the child think about the meaning of the sentence.

Pupils move the "marker" to the next sentence and proceed in the same way until all the sentences have been read.

II

One child is called on to read the whole story, with proper expression. If it is a short story, and if the class is not tired, more than one child may read the whole story. In this reading the child should not be interrupted; therefore, the best reader should be called on first for this.

NOTE—Later, when the pupils become more independent, it will not be necessary for them to scan the sentences before reading them. They will read with expression without scanning the sentence.

QUESTIONS

The teacher asks questions on the thought of the story. She repeats some of the questions asked before the reading that were left unanswered. They all should be definitely answered by the children, from what they have read; no guessing now.

ORAL REPRODUCTION

The teacher asks the children to tell of any of their experiences suggested by the story. She asks them for their opinion as to the conduct of some person or animal in the story. In short, she asks any questions suggested by the story that will stimulate the children's thought or imagination, their reason, judgment, moral sense, etc. These must be very simple.

Let some child tell the story of the lesson in his own words.

DRAMATIZATION OF THE STORY

Work out as suggested in Lessons I and II.

SEAT WORK

Children at their seats build the story with seat work letter cards. This applies to the first lessons.

BOARD LESSON

Each day there should be an interesting lesson given from the board. This reading lesson should be developed from the nature study lessons, construction lesson, stories, etc., etc.

ILLUSTRATIVE LESSONS

TWENTY-FOURTH DAY

Review the perception phonic cards.
Review the perception word cards.

BEN'S HEN

PREPARING THE WORD LIST

FIRST STEP

EAR TRAINING ONLY

The teacher gives separately the sounds in the words in the list (on page immediately preceding the story as reproduced below) and the pupils pronounce the words. Example: *Teacher,* "**B-ĕ-n**"; *Pupils,* "Ben."

SECOND STEP

EAR TRAINING ONLY

The teacher pronounces the words and the pupils give the separate sounds. Example: *Teacher,* "Ben"; *Pupils,* "**B-ĕ-n.**"

THIRD STEP

EYE TRAINING WITH EAR TRAINING

1. The teacher writes the letter *e E* on the board.

2. Show the class the letter *e E* on the perception phonic card. Call attention to the fact that the first sound of the word elephant is **ĕ.**

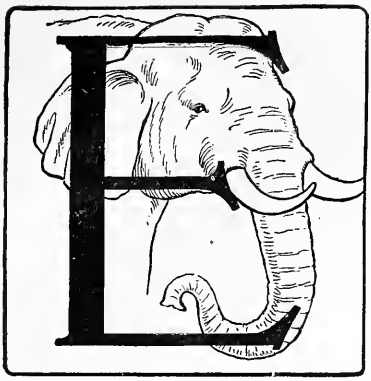
3. Pupils read the letter *e* in the Primer.

(a) Read the letter *e* in the oblong to the right of the picture of an elephant.

(b) Read the letter *e* in the key-words: bed, net, hen.

(c) Read the letter *e* in the word list. Use "marker" and cover the first letter in the first column of words. This will leave exposed the letter *e* in six words.

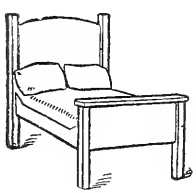
(d) Give the pupils seat work letter cards containing the letter *e.*



E e

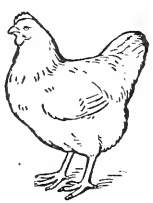
E e

Ben	Ben's	Ed	bet
den	dens	Ed's	get
hen	hens	bed	met
men	men's	red	net
ten	tens	Ned	set
beg	begs	Ted	mess
egg	eggs	hen	Bess



bed

net



hen

FOURTH STEP

MUSCULAR TRAINING WITH EAR AND EYE TRAINING

Teach the pupils to write the letter *e*.
General review of letters already taught.

FIFTH STEP (C)

EYE TRAINING WITH EAR TRAINING

(Studying the Words in the Word List)

Let the children place the "marker" under the first word, sound the letters in concert and pronounce the word. Move the "marker" to the next word and proceed in the same way until all the words have been studied.

PREPARING THE READING LESSON

STUDY OF THE PICTURE

As in preceding stories, give some one opportunity to tell the story suggested to him by the picture. This should not be required of any child; only permit some child that would like to do this. But if children get into the habit of reading the story at home, or having it read to them, do not let them monopolize the story telling. This exercise of having some child tell about the picture before the reading of the story, and before the detail questions of the teacher, is intended, not as a memory exercise, but to stimulate the children's imagination, and their *original* expression of thought. The memory test, the reproduction of the story, comes after it is read in class.

Have we seen this boy before? Compare the pictures of Nat and Sam.

What is the boy doing? Answer: Gathering eggs. (It may require more questions to get this answer.) How do you know he is gathering eggs? Answer: Because he has eggs in his hat. Ask the children if they have ever gathered eggs. Let them tell about it.

Did the boy get the eggs in his hat from this hen? Let the children give what answers they please, and require reasons for their answers; but leave the final settlement of the question until they read it in the book.

Children that have had experience with hens ought to know by the ruffled appearance of this hen that she is sitting on eggs, and that she ought not to be disturbed; her eggs are not good to eat. If no child tells this, even with the help of the teacher's questions, she should tell these facts to the class.

The boy is doing wrong to disturb this hen; but the hen knows how to protect herself and her eggs. What do you think has happened to this boy? Answer: The hen has pecked him. Ask the class if any of them has ever been pecked by a hen. "When was it? Why did the hen peck you? What would you do if you were trying to get a hen's eggs and the hen should peck you?"

Where is this boy? Answer: In the chicken house. (We can tell this from the little door under the window for the chickens to pass in and out.)

Is this a big boy or a little boy? Answer: He is a little boy; a big boy would know better than to disturb a sitting hen.

Is this a big hen or a little hen? Answer: A big hen.

Is the boy's hat big or little? Answer: Big.

What is this story about?

DRAMATIZATION OF THE LESSON PICTURE

Characters—Ben. Hen.

Scene—Ben gathering eggs in a hen-house.

Use the corner of the room for the hen-house. A chair or desk for the bench on which the hen has her nest.

A large boy for Ben, and a small girl for the hen.

Small pieces of crayon in a large hat may represent the eggs in Ben's big hat.

Ben and the small girl pose the lesson picture.

WORD DRILL

1. The teacher writes the new words, in the reading lesson, on the board.

2. Show the class the new words in the reading lesson on the perception word cards: Ben, Ben's, hen, hen's, egg, eggs, get, Get, red, in, on, an, sits, his. (Add these words to the pack of perception word cards for review.)

3. Matching words.

(a) Match the words on the perception word cards with the words on the board.

(b) Match the words on the perception word cards with the words in the word list. The teacher holds up the word *Ben*. The pupils pronounce the word and find it in the first column of words. Proceed in the same way with each of the new words.

(c) Match the words on the perception word cards with the words in the reading lesson.

4. Place the words in the pack of perception word cards along the chalk tray.

The teacher calls for the words in the phrase, "a red hen." The pupils find the words and pass to the front of the room, holding the cards in front of their breasts, so as to form the phrase, "a red hen."

The pupils read the phrase.

5. The teacher writes the phrase on the board.

The pupils find the phrase in the reading lesson.

Proceed in the same way with the other phrases in the lesson.

SEAT WORK

Pupils build the new words in the lesson with the seat work letter cards.

WRITING

Pupils write the new words in the lesson from dictation.

REVIEWS

Review the reading lessons, "Tag," "Don," "Ann's Rabbit."

BOARD READING LESSON

Let the teacher write sentences on the board for the children to read.

SUPPLEMENTARY WORK

STORIES

"Cinderella's Egg Hunt." Mother Goose Village, Bigham.

"Little Red Hen." Stories to Tell Children, Bryant; Children's Hour, Bailey; New Howell Primer.

POEM

"Three White Eggs." Rossetti.

SONGS

"The Hen and Chickens." Finger Plays, Poulsson.

OCCUPATIONS

Cutting—Illustrate "Little Red Hen." Arrange on bogus paper, with suitable background.

NATURE STUDY

Chickens and Eggs.

GAME

"Dancing." Songs of the Child World, Book I, Gaynor.

TWENTY-FIFTH DAY

Review the perception phonic cards.

Review the perception word cards.

Give special drill on the new words in the lesson "Ben's Hen."

Review the drill for the letter *e*. Emphasize the words of four sounds in the second step of ear training.

BEN'S HEN

RECITING THE WORD LIST

1. Pupils place the "marker" under the first word in the word list and pronounce the words in turn.

2. Pupils place the "marker" under the first word in the word list and all study the same word at the same time. Teacher calls on pupils to recite the words not in turn.

3. Pupils place the "marker" under the first word in the word list, and teacher calls on one pupil to pronounce all the words in the first column, another to pronounce the words in the second, another the third, and another the fourth. (All the pupils keep the place and study the same word.)

4. Teacher calls on one child to pronounce all the words in the list.

NOTE—When reciting the word list try to get the pupils to pronounce the words without sounding; but if they hesitate or guess, let them sound the letters. When a child can give four separate sounds in a word he will have little trouble with the analysis of words after that.

RECITING THE READING LESSON

I

The pupils place the marker under the sentence and all study the sentence silently. When sufficient time has been allowed for each child to study the sentence silently, the teacher calls on one child to read the sentence orally. If the child fails to read with expression, the teacher repeats the question asked when the lesson was developed. When the sentence has been read with expression, the pupils move the "marker" to the next sentence and study. Proceed in this way until all the sentences have been read.

II

One child is called on to read the whole story, with proper expression. If the class is not tired, more than one child may read the whole story.

BEN'S HEN

Ben has a red hen.
His hen is big.
Ben has a big hat.
His hat has eggs in it.
Ben's red hen has eggs.
Ben's hen sits on eggs.
Get an egg, Ben; get an egg.
Ben's big red hen bit him.
Ben did not get
his hen's eggs.

QUESTIONS

(After Reading the Story)

Repeat some of the questions and require definite answers from the children's knowledge of what they have read.

The book says the hen "bit" Ben. Is this correct? Do hens bite? Answer: No, they peck; but Ben thought the hen bit him.

Are you glad Ben did not get this hen's eggs? Why? What do you think will happen if this hen sits on the eggs long enough?

ORAL REPRODUCTION

Have some child tell the whole story in his own words.

DRAMATIZATION

Children dramatize the story.

SEAT WORK

Build the lesson with the seat work word cards.

WRITING

Review writing all the letters previously taught.

Review writing from dictation some of the most difficult words previously taught.

REVIEW

Reading in the Primer, "Tag," "Don," "Ann's Rabbit."

BOARD READING LESSON

Let the teacher write sentences on the board for the children to read.

SUPPLEMENTARY WORK

STORIES

"Mrs. Speckelty." More Mother Stories, Lindsay.
"The Turkey's Nest." More Mother Stories, Lindsay.

POEM

I had a little hen, the prettiest ever seen,
She washed me the dishes and kept the house clean;
She went to the mill to fetch me some flour,
She brought it home in less than an hour;
She baked me my bread, she brewed me my ale,
She sat by the fire and told many a fine tale.

SONG

"Mr. Rooster and Mrs. Hen." Songs of the Child World, Book I, Gaynor.

OCCUPATIONS

Cut hen, nest, eggs, hat.
Draw hen, nest, eggs, hat.
Model hen, eggs, hat.
Construction. Make a hen-house of stiff paper.

GAME

"Drop the Handkerchief." Songs of the Child World, Book I, Gaynor.

ED'S PIG

PREPARING THE WORD LIST

FIRST STEP

EAR TRAINING ONLY

Ex.—*Teacher,* "p-ă-n"; *Pupils,* "pan."

SECOND STEP

EAR TRAINING ONLY

Ex.—*Teacher,* "pan"; *Pupils,* "p-ă-n."

THIRD STEP

EYE TRAINING WITH EAR TRAINING

1. The teacher writes the letter *p P* on the board.

2. Show the class the letter *p P* on the perception phonic card. Call attention to the fact that the first sound of the word *pig* is p.

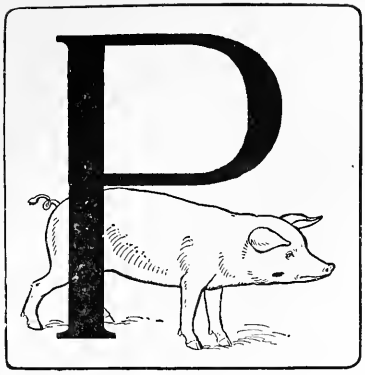
3. Children read the letter *p* in the Primer.

(a) Read the letter *p* in the oblong to the right of the picture of a pig.

(b) Read the letter *p* in the key-words: pan, pot, top.

(c) Read the letter *p* in the words in the word list.

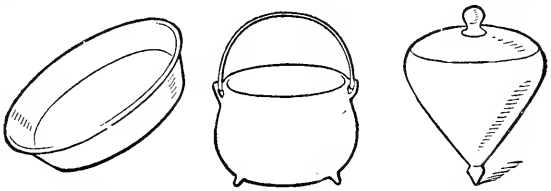
(d) Give the children seat work letter cards containing the letter *p*.



P p

P p

pan	pans	top	sip
pen	pens	mop	rip
pin	pins	hop	dip
pig	pigs	pop	hip
peg	pegs	rap	tip
pat	pats	tap	nip
pet	pets	sap	pip



pan pot top

FOURTH STEP

MUSCULAR TRAINING WITH EAR AND EYE TRAINING

Teach the pupils to write the letter *p*.

FIFTH STEP (C)

STUDYING THE WORDS IN THE WORD LIST

Children place the "marker" under the words, sound the letters in concert and pronounce the words.

PREPARING THE READING LESSON

STUDY OF THE PICTURE

Who are the characters in this picture?
What are the names of these characters?
What are they doing?
What is the boy saying?
What objects do you see in the picture? (The pen, the pan, and the peg.)

DRAMATIZATION OF THE LESSON PICTURE

Let the children suggest the pose for the dramatization of the picture.

WORD DRILL

1. The teacher should write the new words in the lesson on the board. (Pig, pig, Rip, pen, pan, peg, Tap, tap, Rap, rap, Ed.)

2. Show the class the new words on the perception word cards.

3. Match the words on the cards with the words on the board, in the word list, and in the reading lesson.

4. Teacher writes the phrases in the reading lesson on the board.

5. Pupils read the phrases on the board, and match them with the phrases in the reading lesson.

SEAT WORK

Pupils build the new words in the reading lesson with letter cards.

WRITING

Pupils write some of the new words from dictation.

TWENTY-SIXTH DAY

Rapid review of the perception cards.

Give special drill on the new words in the lesson "Ed's Pig."

Review the drill for the letter *p*.

ED'S PIG

RECITING THE WORD LIST

1. The pupils place the "marker" under the words and pronounce the words in turn.

2. Teacher calls on the pupils to pronounce the words, not in turn.

3. The teacher calls on one child to pronounce the words in first column, another child to pronounce the words in the second column, another for the third, and another for the fourth.

4. The teacher may call on one child to pronounce all the words in the list.

RECITING THE READING LESSON

I

The pupils place the "marker" under the first sentence and study it silently. The teacher should allow sufficient time for all the children to study the sentence silently, and then call on some child to read the sentence orally. The child looks up from the book and reads the sentence with expression. If he does not read with expression, ask some pertinent question that will make him think about the meaning of the sentence.

Pupils move the "marker" to the next sentence and proceed in the same way until all the sentences have been read.

II

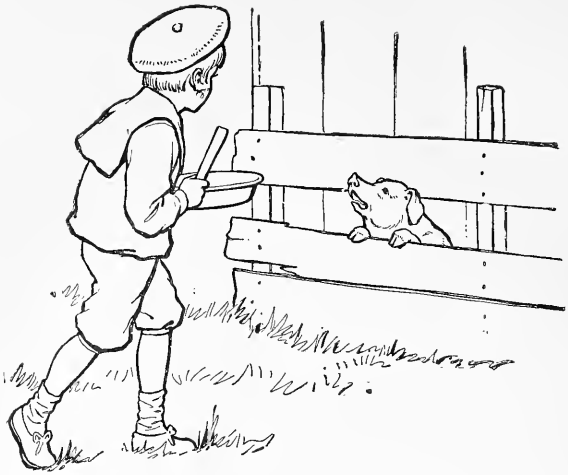
One child is called on to read the whole story with proper expression. If the class is not tired, more than one child may read the whole story.

QUESTIONS

(After Reading the Story)

The boy's name? the pig's name? what kind of pan? what is the boy doing with the peg?

Children's experience: Have any ever fed a pig? What did you give him? Was the pig in a pen, or in a big lot or field, or in the woods? How did you call the pig (or pigs)? Did you ever have a pig for a pet? What do pigs say when you go to feed them? How do pigs eat? (Fast; greedy; make a noise, etc.) Let them tell about their father's hogs or talk of whatever the story suggests.



ED'S PIG

Ed has a pig.
It is Rip.
Rip is not a big pig.
Rip is in a pen.
Ed has a tin pan.
Ed has a peg.
Ed hits his pan.
Tap, tap, tap.
Rap, rap, rap.
"Pig. Pig."

ORAL REPRODUCTION

Let some child tell the story of the lesson in his own words.

DRAMATIZATION OF THE STORY

The children dramatize the story of the lesson.

SEAT WORK

Children, at their seats, build the story with the seat work word cards.

BOARD READING LESSON

The board lesson should be developed from the lessons correlating with the day's work.

REVIEW

"Ben's Hen," "Ann's Rabbit," "Don."

SUPPLEMENTARY WORK

STORIES

"Three Little Pigs," "The Old Woman and Her Pig," "The Pig Brother." How to Tell Stories to Children, Bryant.

"The Little Pig." More Mother Stories, Maud Lindsay.

POEMS

Jack Sprat's pig,
He was not very little,
Nor yet very big;
He was not very lean,
He was not very fat—
"He'll do well for a grunt,"
Says little Jack Sprat.

Tom, Tom, the piper's son,
Stole a pig and away he run;
The pig was eat, and Tom was beat,
And Tom ran crying down the street.

SONG

"The Pigs." Songs of the Child World, Book I, Gaynor.

OCCUPATIONS

Cut—pig, pan, peg, fence, grass.
Draw—pan, peg, pig, fence, grass.
Model with clay—boy, pig, pan, peg.

NATURE STUDY

Pigs.

DRAMATIZATION

"Three Little Pigs."

NOTE—In the outlines given for preparing and reciting the word lists and reading lessons the teacher must use her own judgment as to how much of the work is necessary. For the first few lessons it is advisable to go slowly and follow the suggestions closely. But as the pupil advances he will acquire the power to work out the word lists and reading lessons with less help.

The preparation of the lesson for the next day is essential. Always allow sufficient time for this important work. The lesson should be prepared early in the day, before the pupils are tired.

ELEMENTS TAUGHT IN THE WORD LISTS

A

a (short sound, ă)

T

T is a tongue letter. To sound *t* the tip of the tongue is placed against the upper palate just back of the upper front teeth. Explode the breath so that the tongue is removed from where it touched the palate. A stopped voiceless sound.

Pronounce slowly the word *t-op*.

N

N is a tongue letter. Place the tongue just back of the upper front teeth on the hard palate. Hold the tongue stationary, and let the breath pass through the nose.

Pronounce slowly the word *n-est*.

M

M is a lip letter. Close the lips, and, with the tongue lying loosely in the mouth, force the breath through the nose.

Pronounce slowly the word *m-an*.

R

R is a tongue letter. Place the tongue close to the hard palate just behind the ridge of the gums back of the upper front teeth and force the breath gently.

Pronounce slowly the word *r-at*.

S

To sound *s* place the tip of the tongue just back of the upper teeth, leaving a narrow passage between the tongue and teeth. Force the breath through this passage with a hissing sound. Voiceless. Pronounce slowly the word *s-aw*.

H

H is a palate letter. To sound *h* raise the glottis that is used for closing the windpipe when swallowing. Voiceless.

Pronounce slowly the word *h-orse*. (Panting sound.)

B

B is a lip letter. To sound *b* purse the lips closely together and try to force the breath through the closed lips. Stopped sound. Pronounce slowly the word *b-oy*.

G

The hard *g* is a palate letter. To sound hard *g* press the back or root of the tongue against the soft palate. Stopped sound.

Pronounce slowly the word *g-oat*.

D

D is a tongue letter. Place the tongue on the ridge back of the upper front teeth and force the breath so as to remove the tongue. The tongue should be thickened in sounding *d*. Stopped sound.

Pronounce slowly the word *d-og*.

O

o (short sound, ŏ)

I

i (short sound, ĭ)

The use of *a*, as article;
the **z** sound of *s*, as in *tags*.

E

e (short sound, ĕ)

P

P is a lip letter. Place the lips lightly together and force and stop the breath. Voiceless.

Pronounce slowly the word *p-ig*.

C

Hard *c* is a palate letter. (Has the sound of *k*.) To make this guttural sound, raise the back or root of the tongue toward the soft palate. Voiceless

Sound slowly the word *c-at*.

L

L is a tongue letter. Press the tip of the tongue against the roof of the mouth and force the breath through the mouth.

Pronounce slowly the word *l-ock*.

th

Th, aspirate and subvocal. Place the tongue against the upper teeth and force the breath through the teeth.

After drilling on words with the **th** sound, with the books closed, tell the class that we use two letters to write that sound. Then make *th* on the board, and impress the fact that these two letters stand not for **t** and **h**, but for one sound, **th**.

Final *e* for the ē sound, as in *me*.

After drilling on words ending with *e*, with the books closed, tell the class that we use the same letter to say ē as we used to say ĕ. Then teach from the board the words *me, be, he, the*, having the children sounding the *e* as ē, not ĕ; then let them read these same words in the book.

NOTE—This is a good time to teach the names of *t, h,* and *e;* and, in general, the time to teach the name of a letter is when a different use of it occurs from what the child has already learned. Three letters of our alphabet are constant in their values: *j, q,* and *v*.

W

W is a lip letter. To sound *w* purse the lips and gently force the breath through the lips.

Sound slowly the word *w-eb*.

F; *or* for awr sound.

F is a lip letter. Touch the upper teeth with the lower lip and force the breath through the place of contact. Voiceless.

Sound slowly the word *f-an*.

In *or* we have a new sound of the letter *o*. But *or* stands for two sounds: *o* has the same sound as a in *ball,* aw in *saw,* etc.; and *r* has its usual sound. Of course do not mention this to the class. After drilling on words with *or,* as *or, nor, for,* etc., tell the class that we write aw with the same letter as ŏ.

U

u (short sound, ŭ)

k; ck

After sounding the words with the books closed, tell the class that we have two ways of writing k (giving the sound of this letter, not its name). Then write *k* on the board, and tell the class that this is another way of writing k. (Some teachers call this the broken-back k.) After teaching from the board some words with *k,* and having the children read from their books the words in the first column, tell the class that often at the end of words we write both *c* and *k;* but that these two letters stand for only one sound. Then have them read the second, third, and fourth columns.

ng

Ng is not a blend; it is a new element, and should be taught as one sound, as *th* was taught.

sh; ee

Sh is not a blend; it is a new element, and should be taught as one sound, as the *th* and *ng* were taught.

er=ẽr; *br*

In *er* we have a new use of the letter *e*.
Br is a blend.

a before *l; a* after *w; sw*

After a sound drill, with books closed, upon words in *al,* as *all, ball,* etc., tell the class that in many words *a* before *l says* aw. After a sound drill, with books closed, upon words in wa, as in *wall, Walter,* etc., tell the class that in many words *a* after *w* says aw.
Sw is a blend.

aw; sm

Aw stands for the same vowel sound as *o* in *or, a* in *ball, water,* etc. Teach it in the manner already outlined.
Sm is a blend.

ou; pt

Teach *ou* as one sound, as in the word *fount.*
Pt is a blend.

ar

In *ar* we have the ä sound for the first time. *Car, bar,* etc.

J

To sound *j,* place the flattened tongue against the hard palate just back of the ridge behind the upper front teeth, and force the breath through. Pronounce slowly the word *J-aek.*

ea=e; *lf; f*=v

ea equals ẽ, as in the word *leaf. Lf* is a blend.
The word *of* is the only word in our language in which *f* has the sound of v. But do not teach it as a so-called sight-word; let the children sound it. If they do not get the word, tell them *f* says v in this word.

o=õ; *oe*=õ

Tell the class that *o* at the end of a word, or at the end of a part of a word (syllable), generally says õ, not ŏ nor aw.

Y; *o*=**ō**; *ou*=**o͞o**; the pronoun **I**; *ur*

Y is a tongue letter. To sound *y* raise the middle of the tongue toward the roof of the mouth. Pronounce slowly the word *y-oke*.

ou equals **o͞o**, as in the word *soup*. *o*=**ō**, as in *old*.

There is no need of teaching the use of *u* in *cur, fur,* etc., as a new sound, though it has a different diacritical mark from short *u* in some dictionaries. The children will have no difficulty in reading this list.

ch

Ch is not a blend; teach it as one sound; as the *th, ng,* and *sh* were taught.

ow=**ō**

ow equals **ō**, as in the word *bowl*.

nk; pl; sk; (*a* as in *ask*)

Nk is not a blend; teach it as one sound; as *th, ng, sh,* and *ch* were taught.

Pl is a blend.

The *a* in *ask, mask,* etc., is marked in some dictionaries differently from the *a* in *cat, hat,* etc. In other dictionaries there is no difference. Either pronunciation is correct.

th; thr

th (surd, as in *thorn*).
thr is a blend.

ī in *ind*

In *ind* we have a new use of the letter *i*. (As in the word *blind*.)

ew=**ū**; *ew*=**o͞o**

ew equals **ū**, as in the word *new*.
ew equals **o͞o**, as in the word *screw*.

X=ks

The letter *x* generally stands for two sounds, in this book always **ks**.

au=**aw**

au equals **aw**, as in the word *auger*.

silent *e* in *le; eo*=**ē** in *people*

Tell the children that in many words *e* at the end does not say anything.

V; more words with the silent *e; o*=ŭ; *one*

V is a lip letter, and to give the correct sound, place the lower lip against the upper teeth and breathe strongly through them.

In first reading these words, the children, in sounding *er* in *ever, never,* etc., will probably give *e* its short sound, as in *very;* but if allowed to study the words, they will probably call them correctly without help from the teacher. This should be the teacher's aim in all the word lists: to get the children to pronounce the words by their own unaided efforts. It would be well in this connection to review the words with *er.* Remind the class that *er* generally says ēr.

On this page we find silent *e* not only at the end of words, but within the body of words, as in *gives, does, comes,* etc.

In all the words on this page, *o* has the sound of short *u.*

The word *one* is the most irregular word in this book. Let the children sound it for themselves. The *o* has the same sound as in *dove,* etc.; the *e* is silent, as in other words on this page; the only thing to be supplied is the sound of *w* at the beginning. If the children must be told this word, tell them after they have tried to get it for themselves, not before.

Q=k; *u*=w; more sounds with *ea*=ē

Q is a palate letter.

The letter *q* always has the sound of **k**; it is always followed in English by *u,* and this *u* is generally a consonant with the sound of **w**. *Qu* in the New Howell Primer always equals **kw**. But do not teach this as one sound; it is two sounds. And do not tell the children that *qu* always says **kw**. *Q* always equals **k**; but the *u* is sometimes silent, as in *mosquito, conquer,* etc. But such words do not occur in the Primer, and no mention should be made of them.

ir=ēr

ir equals **er**, as in the word *bird.*

Z

Z is an opened voice sound.

Pronounce the word *zebra* slowly.

ay=ā; ay=ĕ as in *says*

ay equals ā, as in *jay.*

Says is, of course, pronounced sĕz. Let the children sound it, as usual; but give them opportunity to determine its correct pronunciation before telling them. But though they may call it sāz at first, by no means allow children to continue that pronunciation.

o=o͞o, as in *do;* silent *w* in *two, who, whom;* silent *e* in *shoe, canoe.*

y=ĭ; *a*=ă; *e*=ĕ

y at the end of a word is a vowel.

a equals ă in the words *any* and *many.*

e equals ĕ in the word *pretty.*

c=s; *ce*=s

c before *e* and *i*=s, as in *cent, city,* etc.; *ce*=s, as in *since, dance,* etc.

Tell the class that though final *e* in *since, dance,* etc., does not say anything, it makes the *c* say s and not k.

In *accept* we have the two sounds of *c.* The first *c* has its regular k sound, because there is nothing to change it; but the second *c* says s, because it comes before *e.*

In the word *circus* we also have the two sounds of *c.*

If the proper attention is called to the spelling of *accept* and of *circus,* it will help to fix this lesson in the minds of children; and that is, that *c* before *e* and *i* says s.

se=s

se equals s, as in the word *mouse.*

ai=ā; *ai*=ă

ai equals ā, as in the word *pail.*

ai equals ă, as in the words *said, again, against.*

ow=ou; *se*=z; *ey*=ā

ow equals ou, as in the word *cow.*

In teaching *ease, tease,* etc., tell the class that final *e* is silent, and that *s* says z.

ey equals ā, as in the word *they.*

ou=ŭ; *a*=ŏ

ou equals ŭ, as in the word *cousin.*

a equals ŏ, as in the word *was.*

ou=o͞o; *y*=ī

ou equals o͞o, as in the words *would, could, should.*

y equals ī in the words *my* and *sky,* etc.

silent *k; ear*=ẽr; *ie*=ē; o͞o

Silent *k,* as in the word *know.*

ear equals ẽr, as in the word *heard.*

ie equals ē, as in the word *piece.*

oo, as in the words *too* and *soon.*

i at the end of an accented syllable says ī, not ĭ, as in *ivy, icy,* etc.

i modified by final *e,* as in *hide, ride,* etc.

ild in *wild, mild, child.*

a at the end of an accented syllable says ā, not ă, as in *lady, shady,* etc.

a modified by final *e,* as in *came, same,* etc.

wh for the hw sound, as in *when, whet,* etc.

ere, in *there* and *where.*

THE NEW HOWELL FIRST READER

THE NEW HOWELL FIRST READER should follow immediately after the NEW HOWELL PRIMER. This book begins where the Primer leaves off; it is made on the same plan as the Primer, and it should be taught in the same way. The words in the word lists are fewer than in the Primer, but these lists in the First Reader are important and should not be neglected.

Pupils should be able to read readily each word list before proceeding to the following story or verses. And not only this; *the word drills should be frequently reviewed;* the mastery of them will give pupils power to read fluently and independently.

The teacher would do well to copy the elements taught in the Primer on the board, or on cards, so that these elements may be frequently reviewed by the whole class. As the new elements are learned in the Howell First Reader add them to the elements already taught and review them daily.

There is no need of diacritical marks in teaching this book or any of the Howell elementary series. On the contrary, to introduce them at this stage would only add to the difficulty of teaching. In some instances where a new element is introduced a diacritical mark is used to indicate the sound; but this is only for the teacher's guidance.

THE HOWELL SECOND READER

The Howell Second Reader should follow the Howell First Reader. This book begins where the Howell First Reader leaves off; it is made on the same plan as the Primer and First Reader, and should be taught in the same way. The only difference being that by now pupils will learn more rapidly. The words in the word lists are fewer than in the First Reader and Primer, because the child masters most of the mechanics of reading in the First Reader and Primer. The teacher must not neglect the word lists in the Second Reader; they contain the less frequent spellings not taught in the other two books.

The teacher should keep up the review of the elements taught in the Primer and First Reader. As new elements are learned in the Second Reader, the teacher may write them on the board or cards for the daily review. When a child masters the New Howell Primer, New Howell First Reader, and Howell Second Reader he has acquired all the spelling elements he will need, and he is then prepared to read any book not too difficult in thought or in construction of the sentences.

EXTRA SHEET

FOR TEACHERS USING THE HOWELL-WILLIAMS PRIMER

The following elements in the HOWELL-WILLIAMS PRIMER do not appear in the NEW HOWELL PRIMER, and are therefore not given in the regular order in the manual. Most of them contain no new sound and no new letter; they are merely to give practice in blends. These should be taught according to the plan given for teaching the other elements.

BLENDS

Page 34 *nt; nd.*
Page 44 *st.*
Page 52 *tr.*
Page 57 *lp.*
Page 61 *gr.*
Page 63 *fl; dr.*
Page 67 *ft.*
Page 69 *fr; cr.*
Page 74 *sl; bl.*
Page 76 *sp; str.*

o=ŭ; silent *e; ie*=ĭ

On page 63 the sound of *o* is the same as the short sound of ŭ, as in *wagon.*

On page 109 the *e* is silent.

On page 119 *ie* has the same sound as the short sound of ĭ, as in *cherries.*

APPENDIX

List of books and publishers referred to in this manual. For full address of publishers see following list.

BOOKS

Andersen's Fairy Tales---Houghton
A Child's Garden of Verses, Stevenson---Scribner
Dramatic Games for Children, Crawford---Barnes
Finger Plays, Poulsson---Lothrop
Five Minute Stories, Richards---Little
First Year Music, Dann---American
For the Children's Hour, Bailey---Bradley
Firelight Stories, Bailey---Bradley
Fairy Stories and Fables, Baldwin---American
Grimm's Fairy Tales---Johnson
Half Hundred Stories, Brown---Bradley
How to Tell Stories to Children, Bryant---Houghton
Heart of Oak, III, Norton---Heath
Mother Stories, Lindsay---Bradley
More Mother Stories, Lindsay---Bradley
Mother Goose Village, Bigham---McNally
New Howell Readers, Howell & Williams---Howell
Peter Rabbit, Potter---Altemus
Rhymes and Jingles, Dodge---Scribner
Stories to Tell Children, Bryant---Houghton
Stories Children Need, Bailey---Bradley
Songs of the Child World, Gaynor---Church
Story Book, Hoxie---Bradley
Songs and Games for Little Ones, W. and Jenks---Ditson
The Child's World, Poulsson---Bradley

PUBLISHERS

American Book Company---100 Washington Square, New York.
Altemus---507 Cherry Street, Philadelphia, Pa.
Barnes, A. S. & Company---381 Fourth Avenue, New York.
Bradley, Milton Company---Arch and Seventeenth Street, Philadelphia, Pa.
Church, John Company---Chicago, Ill.
Ditson, Chas. H. & Company---New York.
Heath, D. C. & Company---110-120 Boylston St., Boston; also New York.
Houghton Mifflin Company---4 Park St., Boston; also New York.
Howell & Company---80 Broadway, New York.
Johnson, B. F. & Company---Richmond, Va.
Lothrop, Lee & Shepherd---93 Federal Street, Boston.
Little, Brown & Company---Boston, Mass.
Rand, McNally & Company---42 E. Twenty-second St., New York.

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